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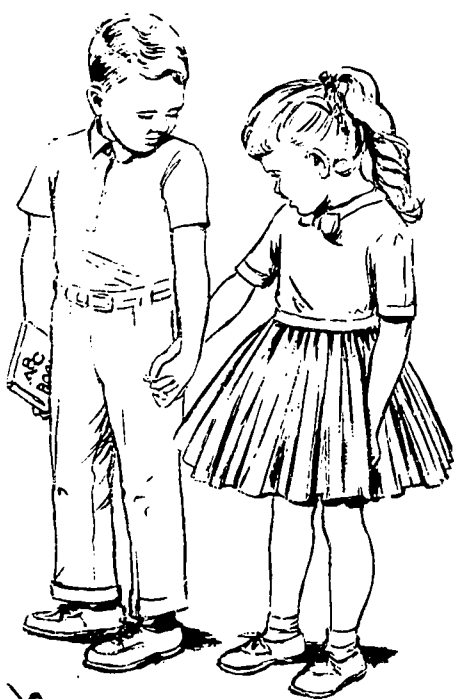
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ABSTRACT

This curriculum guide for the elementary school portion of a K-12 health education program contains notes on eleven areas: Alcohol, Anatomy and Physiology, Community Health, Consumer Health, Dental Health, Disease Control, Family Health, Heredity and Environment, Mental Health, Nutrition, and Safety Education. The notes on each area contain a statement of the related competencies that students are expected to have when they graduate from high school, a list of concepts within the area each accompanied by sample learning experiences, and a list of resources (books, films, journal articles, and public and private agency publications) provided at the end of each section. Includes a bibliography for teachers and notes on using the guide. (AL)

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Elementary



HEALTH EDUCAT GUIDE

to better health

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HEALTH EDUCATION GUIDE

to better health

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION

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WORKING COPY

**STATE OF WASHINGTON
HEALTH EDUCATION GUIDE
TO
BETTER HEALTH
1966**

**Prepared Under the Supervision of
The State Office of Public Instruction
Olympia, Washington**

**Louis Bruno
State Superintendent of Public Instruction**

**Chester D. Babcock
Assistant Superintendent for Curriculum and Instruction**

GRADES K-6

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FOREWORD

We are coming to recognize increasingly that sound mental and physical health are the most important attributes of a people. The promotion of good health is not only a local concern, it is also in the national interest.

This guide has been prepared with the hope that it may be instrumental in promoting health education in our schools. The guide is regarded only as a tentative first step in a kindergarten-grade 12 program. In a very real sense, it explores uncharted ground and is a pattern to be followed, but a resource to be used.

We look forward to an early revision of this material--a revision based on experience with it in your classes. Many have contributed to this guide in its present form. For their cooperation and assistance, I have great confidence we can continue to provide the best for our children and youth.

Louis

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I have great confidence we can continue to provide a better program for all

Louis Bruno

ACKNOWLEDGMENTS

The development of this Guide is the result of the effort and time of many people. Appreciation goes to Dr. Jess Spielholz, Health Services Division, Washington State Department of Health, for his support in the preparation of this Guide and for his faith in the future of health education in our schools.

Appreciation is also expressed to the Steering Committee members who have worked hard for the well-being for all people may be partially achieved through the use of this Guide.

Mrs. Virginia Brannan	Dr. Caswell Mills
Miss Josephine Gaines	Mr. Russell Quackenbush
Dr. Elizabeth Gunn	Mr. Spencer Reeves
Miss Nora Hall	Miss Edna Roake
Dr. Orvis Harrelson	Mr. Howard Schaub
Mr. Frank Inslee	Miss Agnes Stewart
Dr. Richard Jarvis	Mr. Lou Tice
Mr. Laurel Kenney	Mr. Everett Woodward
Miss Frances Michie	

We are indebted to the many administrators and teachers who contributed to the development of this Guide and to the administrations of the following districts who made it possible for enthusiastic teachers to assist in developing the basic units.

Bellevue School District	Seattle School District
Edmonds School District	Shoreline School District
Everett School District	Spokane School District
Renton School District	Tacoma School District

A C K N O W L E D G M E N T S

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Michie	

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ol District	Seattle School District
l District	Shoreline School District
l District	Spokane School District
l District	Tacoma School District

The early direction given by personnel in the following districts through Pilot Projects was also invaluable.

Bremerton School District
Edmonds School District
Federal Way School District
Issaquah School District
Moses Lake School District
North Thurston School District
Olympia School District
Port Angeles School District

Pullman School District
Richland School District
Shoreline School District
Spokane School District
Tacoma School District
Wenatchee School District
Yakima School District

In addition, guidance given by the Washington Tuberculosis Association, Heart Association and the Washington Division of the American Cancer Society contributed to the quality of this Guide.

We also wish to express appreciation to the participants in the Physiological Conference, 1966, for their interest and their critical evaluation of the preliminary draft.

And a final word of thanks to the many, many resource persons who, as they developed, evaluated each phase of this Guide as it was developed.

Lucille Trucano
Supervisor, Health Services

Chester D. Babcock
Assistant Supervisor

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School District
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Lucille Trucano
Supervisor, Health Education

Chester D. Babcock
Assistant Superintendent

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What Is Health?

Health is a state of physical, mental and social well being, not just being well; it is having energy and enthusiasm for life's activities and a good attitude about oneself and others. It is accepting the fact that life presents problems and working towards the solutions or the modification of these problems. Health is a quality through which goals and dreams may be achieved.

What Is Health Instruction?

Health instruction then becomes education for living happily and healthily. It is a multi-disciplinary approach to bridging the gap between scientific health discoveries and the application of these discoveries in his daily life. It is one of three aspects of health education; the other two aspects are healthful school environment and health services.

Health education is more than first aid, anatomy and physiology. It is the acquisition of health knowledge, attitudes and skills which help the student and the community to prevent and remedy health problems. Thus, health instruction copes with the problems of lung cancer, venereal disease, self-medication, obesity, and air and water pollution.

In addition to acquiring scientifically sound health knowledge, a health education program should emphasize that this knowledge can change with new scientific findings. Health education should also emphasize critical thinking, for problem-solving and for examining the processes of developing health guidelines to assist in evaluating the reliability of health information and

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instruction then becomes education for living happily and effectively. It represents any approach to bridging the gap between scientific health discoveries and man's applications in his daily life. It is one of three aspects of a total school health program; aspects are healthful school environment and health services.

education is more than first aid, anatomy and physiology. It is exposure to and assimilation of knowledge, attitudes and skills which help the student and community prevent them or solve problems. Thus, health instruction copes with the problems of alcoholism, mental illness, chronic disease, self-medication, obesity, and air and water pollution, among others.

In addition to acquiring scientifically sound health knowledge, a student learns to appreciate that knowledge can change with new scientific findings. Health education creates opportunities for learning, for problem-solving and for examining the processes of decision-making. It provides a basis for the student in evaluating the reliability of health information and services.

Health Education gives the student opportunities to develop positive, attitudes which will lead to continuing interest and learning. These attitudes , than the acquisition of facts in a particular unit or course. The student is he perceives himself and "health" will determine whether or not he accepts or rejects. He comes to understand that these attitudes will color how he interprets this health. he evaluates it and whether or not he applies it to change his behavior.

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facts in a particular unit or course. The student is helped to see that how he
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ther or not he applies it to change his behavior.

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What Are Health Education Programs In The School?

Health Education as interpreted in its broadest sense refers to any experience, in any part of the school curriculum, at any time of the school day, in a classroom or other area of the school or in the community, which provides a learning opportunity.

There are four approaches to health instruction; however, direct health instruction appropriately placed in the school years of each student is essential for an educationally sound program.

1. Integration

The research paper on PKU in English class, the preparation for a student panel on alcoholism in psychology class, the lunchroom visit by the third grade during a nutrition unit and a committee field trip to the health department by an eighth grade social studies class may all contribute to the health education of students and should be considered as part of a health education program. Such experiences are found in most schools but they may occur, hit and miss, with no coordination tying them into a total health instruction program.

2. Correlation

Correlation is most effective in the elementary school where the classroom teacher correlates specific health topics with other curriculum areas. For example, in the study of community helpers, there is a natural relationship between the teeth, their

care and the dentist. In the secondary school a few subjects such as home economics, biological science and chemistry can incorporate such health units as family health, anatomy and physiology, and drugs. These subjects include areas which specifically relate to health and the good teacher will place emphasis on the natural relationships between these areas and health education.

3. Incidental

Health education experiences will arise in many situations during the day and these are designated as incidental health teaching opportunities. These may or may not be capitalized on; the dispute on the playground, the pushing at the drinking fountain, the gracious act of sharing, the assembly on the importance of the humanities all provide unplanned but on-the-spot opportunities for learning in health. A teacher knowledgeable in health education creates meaningful learning experiences from these happenings.

4. Direct Health Instruction

Direct health instruction implies a specific class or lesson organized for health instruction. In the elementary school the regular classroom teacher is responsible for health instruction. However, he needs district-wide planning for logical progression and complete coverage of health material. Health materials need to be available to the teacher.

An adequate program on the secondary level, means classes designed for health instruction and taught by a qualified teacher. Again, it is necessary so that teachers can build on previous instructional materials are available.

What Is The Need For Health Education?

Democracy assures the opportunity for individuals to fulfill their right to the maintenance of good health is, therefore, a basic right of each individual. It is the responsibility of the individual for his own health, the health of his family, and his community.

Delbert Oberteuffer discusses the vital ties between health and education. It is wise people have been saying that a definable relationship exists between the health and education of each an absolute necessity to the effective development of the individual. The relationship in simple terms: One needs to be educated in order to develop the full needs abundant health to make full use of one's education.... To claim a broad education without including quite a bit about one's own physical, emotional, and mental health is nonsense...."*

*Oberteuffer, Delbert, "Vital Ties Between Health and Education", NATIONAL EDUCATION (reprint)

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For Health Education?

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bert, "Vital Ties Between Health and Education", NATIONAL EDUCATION JOURNAL, March, 1964

Citizens need to understand and appreciate the results of accelerated the health sciences. Individuals not only need to be informed of the advances, they also must be informed sufficiently to enable them to appraise and evaluate cation to daily living.

The more aggressive advertising of health products and services demand health education so that this advertising can be analyzed with intelligence and impairment of both health and budget.

Citizens are called upon to make decisions on legislation and communication, immunization, etc. To decide on platforms, referenda and campaigns in issues, the voting citizen must understand the basic principles of safe and health.

Although our nation enjoys a high standard of living, existing individual problems keep this nation from being as strong as it could be. Alcoholism, mental problems, etc. cry out for solutions. Health education is a part of the solution.

*Irwin, Leslie W.; Cornacchia, Harold J.; and Staton, Wesley, M. HEALTH IN EL
Louis: C.V. Mosby Company, 1962, pp. 142-146

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xi

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What About Controversial Matters?

The philosophy relating to the teaching of controversial issues is reflected in the district's written policy. All individuals teaching controversial subjects must be familiar with these policies. In formulating policy, it is advisable to enlist the help of individuals such as the medical profession, church personnel and the Parent Teacher Association.

Students need to come to grips with controversial issues appropriate to their maturity. This involves consideration of all relevant information. They should express their own opinions without being influenced by a biased and prejudiced learning environment. Teachers should give careful orientation to the subject and give an unbiased statement of the issues. They should locate and gather facts for both sides. Students can be taught how to deal with the wealth of material which is always available to them on controversial issues.

xii

Controversial Matters?

Philosophy relating to the teaching of controversial issues should be a part of a school's written policy. All individuals teaching controversial subject matter need to be familiar with the policy. In formulating policy, it is advisable to enlist the support of allied groups such as the medical profession, church personnel and the Parent Teacher Association. Students need to come to grips with controversial issues appropriate to their level of maturity. This involves consideration of all relevant information. The student must learn to form his own opinion without being influenced by a biased and prejudiced learning atmosphere. The teacher should provide orientation to the subject and give an unbiased statement of the problem. Students then research facts for both sides. Students can be taught how to develop criteria for judging the material which is always available to them on controversial issues.

How Districts Use This Guide

This Health Education Curriculum Guide is sequentially prepared with students' health needs and interests. Hopefully it eliminates monotonous repetitions that in the past were ignored, moves from the concrete to the abstract and from generalizations to specific applications.

To utilize the Guide in an educationally sound program, districts are advised to:

1. Appoint a health curriculum committee to review the entire Guide.
2. Have the health curriculum committee determine at which grade levels concepts will be developed. The committee can also determine whether concepts can be taught best through integration, correlation or direct teaching.
3. Appoint teacher groups on various grade levels to develop more detailed teaching units to cover these concepts and to preview films and order materials.
4. Develop inservice programs, if necessary.

This Health Education Curriculum Guide can also serve as a flexible resource for teachers planning specific classes and lessons in health instruction. The health experiences may be selected, modified or deleted in terms of student and community problems and experiences. For example, if health instruction is given only at the senior high level, then much of the junior high school material would need to be adapted to the senior high level. If health instruction is concentrated at the junior high level, material from both the junior high and senior high school levels would need modifications. However, there are some concepts that may be modified for other age groups.

Guide

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HOW TO USE THIS GUIDE

1. Is the guide for individual teachers?



2. Who plans the program?

A curriculum health specialist with release in addition



Yes and no. There should be plenty of ideas for individual teachers to use; however, it is hoped that districts will use it as a catalyst for action toward a planned sequential health instruction program.



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3. Why all the emphasis on planned health instruction?

To avoid monotonous repetition.
To avoid missing important health areas.
To provide scheduled classrooms for teaching.

4. The curriculum health?



Health instruction-- at time at other time economics, so times, incidence scope and sequence strict to insure

HOW TO USE THIS GUIDE

individual teachers?

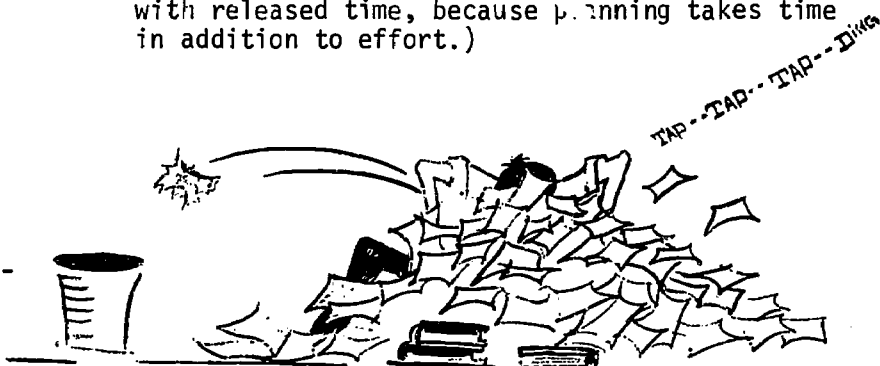


WHERE'S
MY
GUIDE

2. Who plans the sequential health instruction program?

A curriculum committee of teachers and nurses, health specialists, and physicians. (Hopefully, with released time, because planning takes time in addition to effort.)

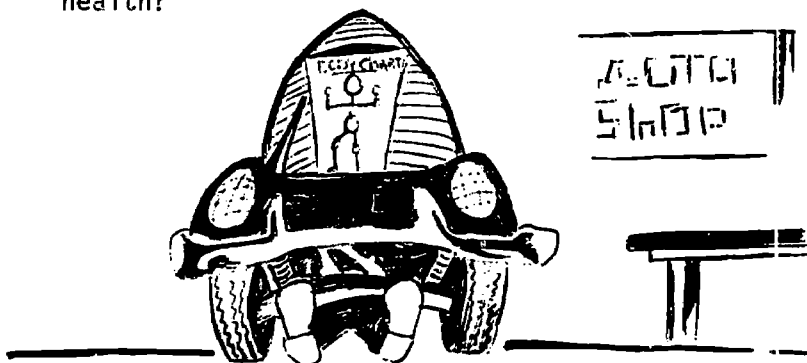
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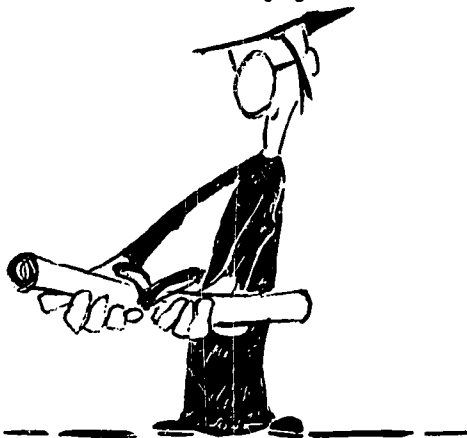
4. The curriculum is too full-- where will we place health?



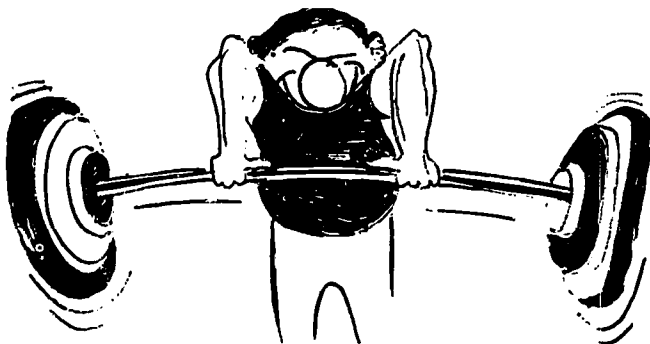
Health instruction does need time in the curriculum-- at times it has to have a special place but at other times it can be intergrated into home economics, social studies, science, etc.; at times, incidental teaching may do the job. A scope and sequence plan is needed in every district to insure that it is actually taught.

5. What is a competency?

The ability to solve real health problems for oneself or to be able to help a community to solve its health problems. Hopefully, through a planned, sequential program of health instruction, students will be "competent" to do this when they graduate from high school



7. Are learning experiences methodology?



Yes-- the name change is to emphasize that students should be "doing" rather than the teacher. Students should be actively involved in this learning, not just lectured to. A multi-sensory approach to learning is emphasized throughout the Guide. Health can be exciting when not involved with just a textbook.

6. Do we teach conc

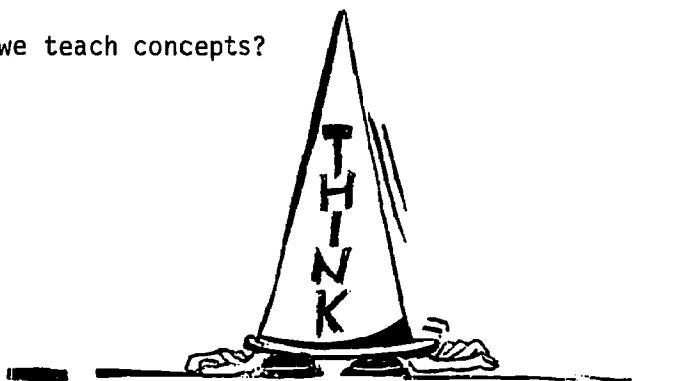
No-- not directly related ideas wh of knowledge and experiences. Co behavior.

8. Does one need to mediate and juni high school teach

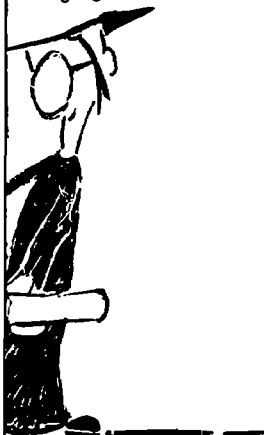
Yes, Yes, Yes! so one builds on though a district health instruction for teachers at material which s least initially.

6. Do we teach concepts?

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community to solve its health
through a planned, sequential
instruction, students will be "com-
they graduate from high school



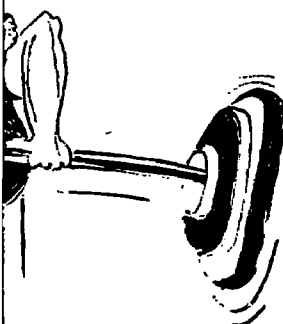
No-- not directly. Concepts are big, inter-related ideas which come from an assimilation of knowledge and attitudes gained in learning experiences. Concepts influence and direct behavior.



s methodology?

8. Does one need to look at the primary, intermediate and junior high sections if one is a high school teacher or vice versa?

XV



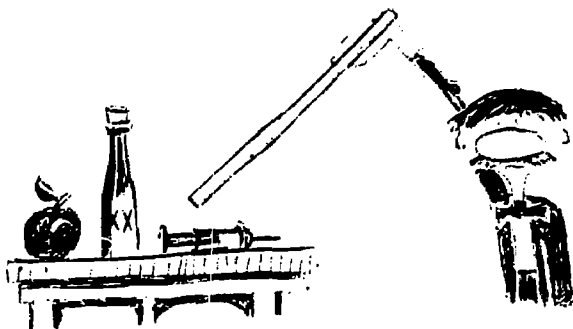
s to emphasize that students
r than the teacher. Students
lved in this learning, not
lti-sensory approach to learn-
ghout the Guide. Health can be
ve just a textbook.



Yes, Yes, Yes! Total scope needs to be seen so one builds on what has gone on before. Even though a district has adopted a K-12 sequential health instruction program, it may be necessary for teachers at the upper levels to "pick up" material which students have not received, at least initially.

9. Should units be taught as they appear?

10. Should the guide



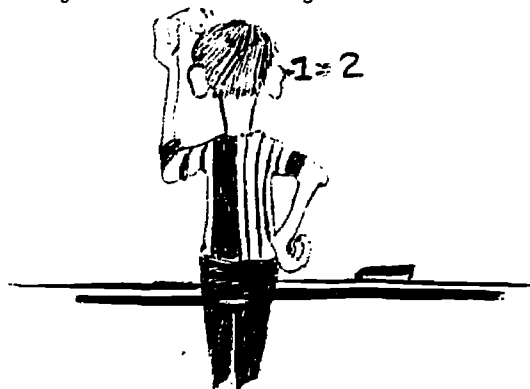
No. All units are interrelated and any organization of concepts can be made. Alcohol can be a separate unit or taught in the mental health unit, with the drug unit or in the disease unit (alcoholism). Nutrition can be a separate unit, taught as part of family health, mentioned in the alcohol unit or included in the disease unit. And so it goes.

It is only a guide what will be taught etc. In addition more emphasis in detailed units in small groups.

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11. You mean, what is placed at junior high doesn't necessarily have to be taught there?

12. There appears to

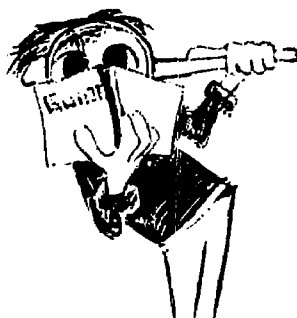


Right. Sometimes a district finds it more advantageous to teach this material at the intermediate or senior high level with modification in approach, of course.

When repetition is felt students do exposure. Repetition should be present on previous learning.

as they appear?

10. Should the guide be followed exactly?



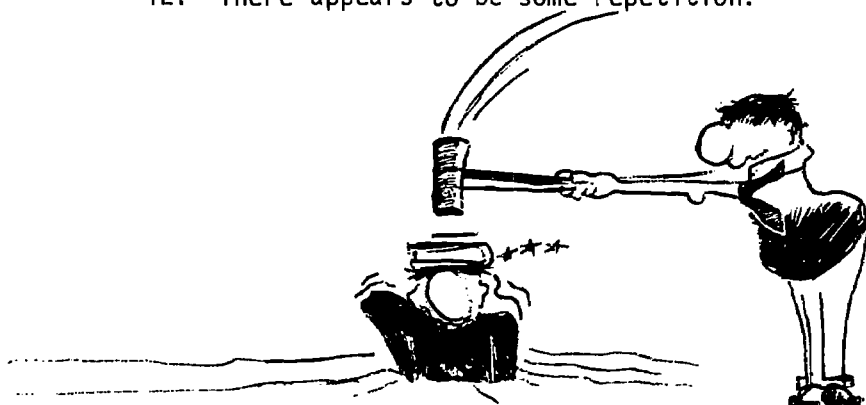
related and any organization
. Alcohol can be a separate
mental health unit, with the
ease unit (alcoholism).
rate unit, taught as part of
d in the alcohol unit or
unit. And so it goes.

It is only a guide. Districts must work out
what will be taught at first grade, second grade,
etc. In addition, different communities may need
more emphasis in some areas than others. More
detailed units can then be developed by curricu-
lum groups.

d at junior high doesn't
taught there?

12. There appears to be some repetition?

$1 \neq 2$



strict finds it more advanta-
terial at the intermediate or
modification in approach, of

When repetition appears it is because it is
felt students don't always learn at the first
exposure. Repetition in the upper grades
should be presented with more depth, building
on previous learnings.

13. What are all those numbers: 3.1; 2.15; 6.3?



The first number indicates category; 1's are always books; 2's are always federal agencies. The number after the decimal is a specific book, a specific pamphlet, a specific list, etc. (See end of each unit for the complete list of resources for that unit.)

14. Are all those



No! Districts review all writ

About Resources:

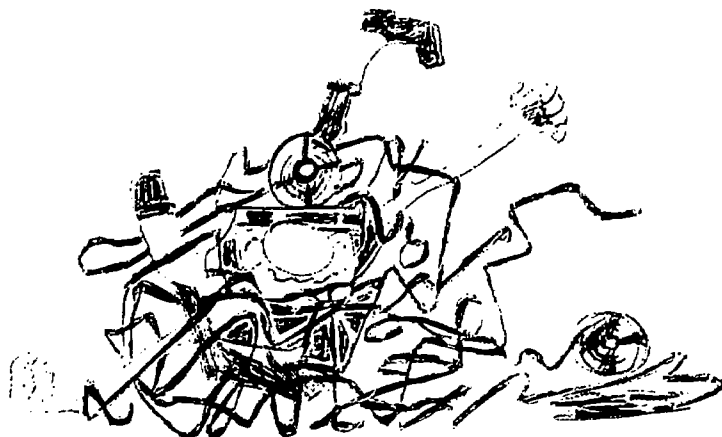
1. Books: Some out-of-print books are included because schools or public libraries REVIEW ALL BOOKS, however, as no committee review was made.
2. Films: Most film companies have catalogues which give information on rentals, cost and content of films. Audio-visual centers of districts may wish films and purchase those which teachers select for district-wide use.
3. Other
Material: Many agencies have catalogues which give information as to cost of quantities, etc. Materials which are free to educators are expensive should be made of material. When writing an agency or organization you intend to use the material; they may have other pertinent information. If a particular pamphlet is out of print they may have a substitute.

e numbers: 3.1; 2.15; 6.3?

14. Are all those references recommended?

2.15; 6.

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are always federal agencies. The
decimal is a specific book, a specific
fic list, etc. (See end of each unit
list of resources for that unit.)



No! Districts should preview all films and
review all written materials.

xvii.

of-print books are included because schools or public libraries may already have them.
BOOKS, however, as no committee review was made.

companies have catalogues which give information on rentals, purchase, preview privileges,
content of films. Audio-visual centers of districts may wish to preview some of the many
purchase those which teachers select for district-wide use.

agencies have catalogues which give information as to cost of materials, if they come in
ties, etc. Materials which are free to educators are expensive to produce so careful use
be made of material. When writing an agency or organization tell them for what purpose
tend to use the material; they may have other pertinent information available or if that
ular pamphlet is out of print they may have a substitute.

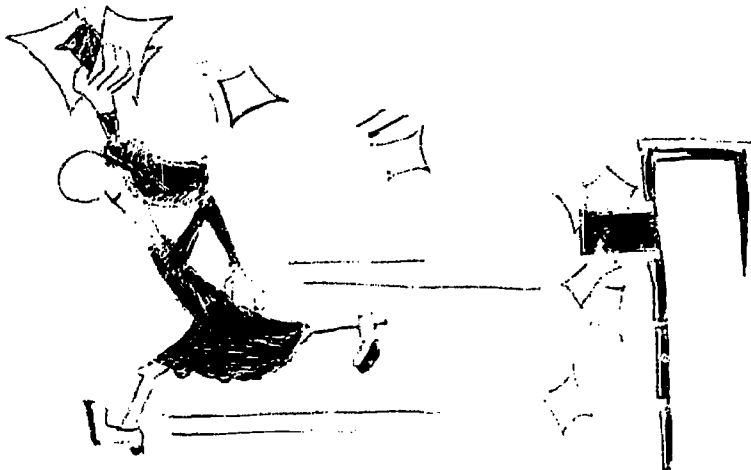
4. The Resource Code Is:

- 1.0 Books
- 2.0 Federal Agencies
- 3.0 Filmstrips
- 4.0 Films
- 5.0 Professional Organizations
- 6.0 Magazines
- 7.0 Miscellaneous

- 8.0 Washington State
- 9.0 Public Affairs' P
- 10.0 Science Research
- 11.0 Voluntary Agency
- 12.0 Miscellaneous--
- 13.0 Insurance Agency

xviii

15. Help?



Curriculum help and help in planning inservice programs is available from the State Office of Public Instruction.

16. How does a distr and when?



The what, when a knowledge of who guide has taken health needs and placement of cor

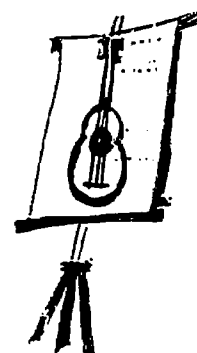
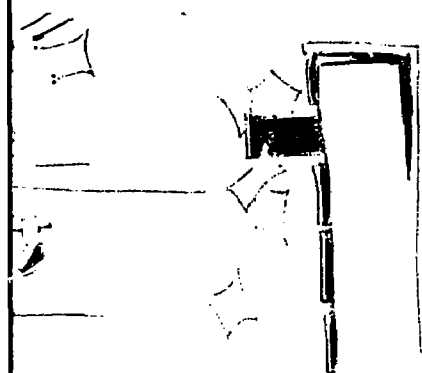
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rganizations

- 8.0 Washington State Agencies
- 9.0 Public Affairs Pamphlets
- 10.0 Science Research Associates Pamphlets
- 11.0 Voluntary Agencies
- 12.0 Miscellaneous-- Commercial
- 13.0 Insurance Agencies

16. How does a district decide what to teach and when?



help in planning inservice
le from the State Office of

The what, when and how to teach comes from knowledge of whom we teach. Hopefully this guide has taken into consideration students' health needs and interests in selecting the placement of concepts.

ALCOHOL EDUCATION

Overview

Research tells us the most effective teaching method to influence or change health behavior is student involvement in investigation and decision making. This is especially true in the area of the use of alcohol; a practice which, for various reasons, has become a sophisticated and socially acceptable custom by most of the adult population. Acceptance of drinking has been impressed on young people but unfortunately, the potential problems involved in the use of alcoholic beverages are not as clearly impressed on these same young people, partly because many adults do not have such information themselves.

This unit closely relates to and therefore can be a part of the mental health, drug education or disease unit (alcoholism) or the unit can be presented separately. Wherever it is presented, objectivity is necessary so that students will be influenced by their own investigation and evaluation in making decisions about whether to drink or not.

COMPETENCIES

Competency I: Students understand the interactions of alcohol and the body.

Competency II: Students understand the use of alcohol in our society.

Competency III: Students understand the problems created in our society by the misuse of alcohol and support action to prevent or remedy these problems, individually or as a community member.

COMPETENCY 1: Understand the interrelationships of alcohol and the body.

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
<p>The body rids itself of alcohol without digesting it and using it like food.</p>	<p>Make a life size man with the digestive tract drawn on him. Review the route that food takes. Trace the route of alcohol in the body with different markings. (Stomach and duodenal absorption, blood dilutes it, oxidizes it, skin and kidneys excrete it, lungs excrete it.)</p> <p>Discuss what happens to indicate that oxidation is keeping up with consumption.</p> <p>Write on the board the ways alcoholic beverages are like food and the ways they are not like food.</p> <p>(See Anatomy and Physiology Unit)</p>
<p>Like most things that are taken into the body, alcohol affects the body.</p>	<p>Demonstrate the meaning of depressant and stimulant. Discuss why alcohol is a depressant when it appears to be a stimulant. (Illustrate with cars going downhill with motor running and using gas to power it down hill and other whose brakes slip and it rolls down without motor.)</p> <p>Discuss alcohol's depressant effects on muscular system of the body: slurred speech, muscle tremors, staggering.</p> <p>Discuss alcohol's depressant effects on sense organs: blurred and double vision, loss of ability to judge distance, impairment of hearing.</p>

Understand the interrelationships of alcohol and the body.

ate)	SAMPLE LEARNING EXPERIENCES	RESOURCES
f of esting e food.	<p>Make a life size man with the digestive tract drawn on him. Review the route that food takes. Trace the path of alcohol in the body with different markings. (Stomach and duodenal absorption, blood dilutes it, liver oxidizes it, skin and kidneys excrete it, lungs exhale it.)</p> <p>Discuss what happens to indicate that oxidation is not keeping up with consumption.</p> <p>Write on the board the ways alcoholic beverages are like food and the ways they are not like food.</p> <p>(See Anatomy and Physiology Unit)</p>	<p>1.1 1.2 1.3 5.1 7.2 7.5 7.24</p>
at are , alcohol	<p>Demonstrate the meaning of depressant and stimulant. Discuss why alcohol is a depressant when it appears to be a stimulant. (Illustrate with cars going downhill: one with motor running and using gas to power it down; the other whose brakes slip and it rolls down without any stimulus.)</p> <p>Discuss alcohol's depressant effects on muscular control of the body: slurred speech, muscle tremors, staggering.</p> <p>Discuss alcohol's depressant effects on sense organs: blurred and double vision, loss of ability to judge distance, impairment of hearing.</p>	<p>1.1 7.1 7.2 7.24 10.1</p>

COMPETENCY II: Understand the use of alcohol in our society.

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
<p>Alcohol has been used in many ways throughout the ages.</p>	<p>Investigate through committee activity the product wine in Italy and France in early times. Report to</p> <p>Investigate through interviewing and reading the use of alcoholic beverages for special occasions by different nationalities.</p> <p>Develop three posters: "Alcohol - A Disinfectant", "Alcohol - A Preservative", "Alcohol - A Drug". Ask a pharmacist and/or a science teacher for help.</p> <p>Secure an alcohol lamp and show that alcohol burns with light, heat, and energy. Secure assistance of science teacher.</p> <p>Ask pharmacist what the difference is between rubbing alcohol and the alcohol in beverages. Discuss the use of rubbing alcohol.</p> <p>Discuss the use of alcohol as an anesthetic agent in early surgery. Discuss the operations students may have had when an anesthetic was administered.</p> <p>(See Disease and Drug Units)</p> <p>List on the chalk board as many beverages as class can suggest; decide which are alcoholic and which are not.</p>

Understand the use of alcohol in our society.

te)	SAMPLE LEARNING EXPERIENCES	RESOURCES
d in the	<p>Investigate through committee activity the production of wine in Italy and France in early times. Report to class.</p> <p>Investigate through interviewing and reading the use of alcoholic beverages for special occasions by different nationalities.</p> <p>Develop three posters: "Alcohol - A Disinfectant", "Alcohol - A Preservative", "Alcohol - A Drug". Ask the pharmacist and/or a science teacher for help.</p> <p>Secure an alcohol lamp and show that alcohol burns for light, heat, and energy. Secure assistance of science teacher.</p> <p>Ask pharmacist what the difference is between rubbing alcohol and the alcohol in beverages. Discuss the uses of rubbing alcohol.</p> <p>Discuss the use of alcohol as an anesthetic agent in early surgery. Discuss the operations students may have had when an anesthetic was administered.</p> <p>(See Disease and Drug Units)</p> <p>List on the chalk board as many beverages as class can suggest; decide which are alcoholic and which are not.</p>	<p>1.1 1.20</p> <p>7.6 10.1 10.2</p>

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
<p>There are various reasons why some people choose to drink alcohol.</p> <p>There are various reasons why some people choose not to drink alcohol.</p>	<p>Discuss and list the reasons why some people drink (Psychological, physical and cultural reasons).</p> <p>Interview counselors, lawyers, clergymen and business people to find out why they think some people do not drink.</p> <p>Discuss why some people would not want to drink (Psychological, physical, legal, economic, religious reasons; family influence; moral values.) Write an essay on why an airline pilot is not allowed to drink before he flies a plane.</p>

2)	SAMPLE LEARNING EXPERIENCES	RESOURCES
sons why drink	Discuss and list the reasons why some people drink. (Psychological, physical and cultural reasons)	1.1 1.5 7.24
sons why t to	<p>Interview counselors, lawyers, clergymen and business men to find out why they think some people do not or should not drink.</p> <p>Discuss why some people would not want to drink. (Psychological, physical, legal, economic, religious reasons; family influence; moral values.) Write a short essay on why an airline pilot is not allowed to drink before he flies a plane.</p>	1.25 7.4 7.24

COMPETENCY III: Understand societal problems resulting from the misuse of alcohol

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
When people misuse alcohol, problems may occur.	<p>Draw a poster showing your interpretation of "alcohol and gas do not mix" and "you can't stop on a dime".</p> <p>Utilize local police department to find problems with law enforcement brought about by drinking drivers.</p> <p>Discuss pedestrians, bicycle riders, and other driver safety measures in light of what is known about the effects of alcohol on the body (i.e., why one may not always be safe in a crosswalk).</p> <p>Invite the nurse to class to discuss differences between social drinkers and an alcoholic. Ask her to tell the community what they may be trying to help these people. Clinics and hospital facilities for alcoholics are needed.</p>

understand societal problems resulting from the misuse of alcohol.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
alcohol,	<p>Draw a poster showing your interpretation of "alcohol and gas do not mix" and "you can't stop on a dime".</p> <p>Utilize local police department to find problems confronting law enforcement brought about by drinking drivers.</p> <p>Discuss pedestrians, bicycle riders, and other drivers' safety measures in light of what is known about the effects of alcohol on the body (i.e., why one may not always be safe in a crosswalk).</p> <p>Invite the nurse to class to discuss differences between social drinkers and an alcoholic. Ask her to tell how the community may be trying to help these people and why clinics and hospital facilities for alcoholics are needed.</p>	<p>1.1 1.2 1.24 4.11 4.17 7.3 10.1 11.1</p>

(Preview all films; Review all materi

1.0 BOOKS

- 1.1 McCarthy, Raymond G. (Ed.). ALCOHOL EDUCATION FOR CLASSROOM A
- 1.2 Spalding, William B. and Montague, John R. ALCOHOL AND HUMAN
- 1.3 Otto, James H. and others. MODERN HEALTH. Holt, 1963
- 1.4 McCarthy, Raymond C. DRINKING AND INTOXICATION - SELECTED REA
CONTROLS. Yale Center of Alcohol Studies, 1963
- 1.5 Pittman, David J., and Snyder, Charles R. SOCIETY, CULTURE, A
- 1.6 Rice, Thurman and Harger, Rolla N. EFFECTS OF ALCOHOLIC DRINK
NARCOTICS. Harper, 1952
- 1.7 Bernard, Harold. TOWARD BETTER PERSONAL ADJUSTMENT. McGraw-H
- 1.8 Snyder, Charles R. ALCOHOL AND THE JEWS: A CULTURAL STUDY OF
- 1.9 Sorenson, Herbert, and Malm, Marguerite. PSYCHOLOGY FOR LIVIN
- 1.10 Engle, T. L. PSYCHOLOGY. World Book Company, 1957
- 1.11 Thompson, George N. (Ed.). ALCOHOLISM. Charles C. Thomas, 19
- 1.12 Coleman, James. ABNORMAL PSYCHOLOGY AND MODERN LIFE. Scott-
- 1.13 Mann, Marty. NEW PRIMER ON ALCOHOLISM. Holt, 1958
- 1.14 Eisenstein, Victor W. NEUROTIC INTERACTION IN MARRIAGE. Bas
- 1.15 Hume, Ruth Fox and Lyon, Peter. ALCOHOLISM, ITS SCOPE, CAUSE
- 1.16 Chafetz, Morris E. and Demone, Harold W., Jr. ALCOHOLISM AND
- 1.17 Jellinek, E. M. THE DISEASE CONCEPT OF ALCOHOLISM. Hillhouse
- 1.18 Chafetz, Morris E. LIQUOR, THE SERVANT OF MAN. Little, 1965
- 1.19 ALCOHOLICS ANONYMOUS. A. A. Publishing, 1952
- 1.20 Anderson, Dwight and Cooper, Page. THE OTHER SIDE OF THE BOT
- 1.21 American Automobile Association. SPORTSMANLIKE DRIVING. McG
- 1.22 McCarthy, Raymond G. and Douglas, Edgar M. ALCOHOL AND SOCIAL
- 1.23 Straus, Robert and Bacon, Selden D. DRINKING IN COLLEGE. Ya
- 1.24 Hirsh, Clarena and Hirsh, Selma G. ALCOHOL EDUCATION. Schum
- 1.25 Cain, Arthur. YOUNG PEOPLE AND DRINKING. Day, 1963

ALCOHOL EDUCATION RESOURCES

(Preview all films; Review all materials)

both the elementary and secondary levels. Very little is available on the elementary students, therefore, the resources are for the elementary teacher and he must attempt to relate to the level of understanding of his students. Where a resource is for a specific reading or comprehension level, an * is placed before the reference.

- D. G. (Ed.). ALCOHOL EDUCATION FOR CLASSROOM AND COMMUNITY. McGraw-Hill, 1964
- Montague, John R. ALCOHOL AND HUMAN AFFAIRS. World Book, 1949
- and others. MODERN HEALTH. Holt, 1963
- D. C. DRINKING AND INTOXICATION - SELECTED READINGS IN SOCIAL ATTITUDES AND BEHAVIOR. Center of Alcohol Studies, 1963
- and Snyder, Charles R. SOCIETY, CULTURE, AND DRINKING PATTERNS. Wiley, 1962
- Harger, Rolla N. EFFECTS OF ALCOHOLIC DRINKS, TOBACCO, SEDATIVES, AND DRUGS. McGraw-Hill, 1952
- TOWARD BETTER PERSONAL ADJUSTMENT. McGraw-Hill, 1957
- R. ALCOHOL AND THE JEWS: A CULTURAL STUDY OF DRINKING AND SOBRIETY. Free Press, 1958
- E. and Malm, Marguerite. PSYCHOLOGY FOR LIVING. McGraw-Hill, 1957
- PSYCHOLOGY. World Book Company, 1957
- N. (Ed.). ALCOHOLISM. Charles C. Thomas, 1956
- ABNORMAL PSYCHOLOGY AND MODERN LIFE. Scott-Foresman, 1964
- W. PRIMER ON ALCOHOLISM. Holt, 1958
- or W. NEUROTIC INTERACTION IN MARRIAGE. Basic Books, 1956
- and Lyon, Peter. ALCOHOLISM, ITS SCOPE, CAUSE AND TREATMENT. Random House, 1955
- E. and Demone, Harold W., Jr. ALCOHOLISM AND SOCIETY. Oxford University Press, 1962
- THE DISEASE CONCEPT OF ALCOHOLISM. Hillhouse, 1959
- E. LIQUOR, THE SERVANT OF MAN. Little, 1965
- MOUS. A. A. Publishing, 1952
- and Cooper, Page. THE OTHER SIDE OF THE BOTTLE. A. A. Wyn., 1950
- ile Association. SPORTSMANLIKE DRIVING. McGraw-Hill
- d G. and Douglas, Edgar M. ALCOHOL AND SOCIAL RESPONSIBILITY. Crowell, 1949
- and Bacon, Seiden D. DRINKING IN COLLEGE. Yale University Press, 1953
- and Hirsh, Selma G. ALCOHOL EDUCATION. Schuman, 1952
- OUNG PEOPLE AND DRINKING. Day, 1963

2.0 PUBLIC INQUIRIES BRANCH, PUBLIC HEALTH SERVICE, U. S. DEPARTMENT OF HEALTH
WASHINGTON, D. C. 20201

2.2 Alcoholism

3.0 FILMSTRIPS

3.1 Alcohol and Your Health, SVE

4.0 FILMS

- 4.1 What About Drinking, WSH
- 4.2 What About Alcoholism, WSH
- 4.3 David--Profile of a Problem Drinker, WSH
- 4.4 Problem Drinkers, McG
- 4.5 None for the Road, WSH
- 4.6 Should You Drink, McG
- 4.7 Alcohol and the Human Body, WSH
- 4.8 Alcohol and You, WSH
- 4.9 Alcoholism, WSH
- 4.10 Profile of an Alcoholic, WSH
- 4.11 To Your Health, WSH
- 4.12 For Those Who Drink, WSH
- 4.13 In Time of Trouble, WSH
- 4.14 Out of Orbit, WSH
- 4.15 Kid Brother, WSH
- 4.16 Verdict at 1:32, Assoc
- 4.17 The Owl and Mr. Jones, WSH
- 4.20 New Road Ahead, WSH
- 4.21 The Bottle and the Throttle, Davis

5.0 AMERICAN MEDICAL ASSOCIATION, DEPARTMENT OF COMMUNITY HEALTH, 535 NORTH
ILLINOIS 60610

- 5.1 Test Your Alcohol Quotient
- 5.2 How Teens Set the Stage for Alcoholism
- 5.3 To Your Health

INQUIRIES BRANCH, PUBLIC HEALTH SERVICE, U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE,
WASH., D. C. 20201

Save Your Health, SVE

Drinking, WSH
Alcoholism, WSH
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and the Throttle, Davis

EDICA' ASSOCIATION, DEPARTMENT OF COMMUNITY HEALTH, 535 NORTH DEARBORN STREET, CHICAGO,
60610

Alcohol Quotient

Set the Stage for Alcoholism

Health

6.0 QUARTERLY JOURNAL OF STUDIES ON ALCOHOL, NEW HAVEN, CONNECTICUT

6.1 March, 1965 (pp. 63-67)

NEW YORKER MAGAZINE

6.2 Roueche, Berton. "Annals of Medicine". January 9, 1960

6.3 Roueche, Berton. "Annals of Medicine". January 16, 1960

ANNALS - AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE, 3937 CHESTNUT STREET, PHILADELPHIA, PENNSYLVANIA

6.5 Alcoholism and the Family

TODAY'S HEALTH

6.4 Block, Marvin, A., M. D. "Teen-age Drinking: Whose Responsibility". May, 1960

6.6 Earle, Howard. "They're Helping the Alcoholic Worker". December, 1960

6.7 Gibson, John E. "Science Looks at Liquor". February, 1963

6.8 Hein, Fred V. "How Teens Set the Stage for Alcoholism". June, 1962

6.9 McAuliffe, William J., Jr. "Drunken Drivers are Getting Away with Murder".

JOURNAL OF PUBLIC HEALTH

6.10 Waller, Julian A. "Use and Misuse of Alcoholic Beverages as a Factor in Motor Vehicle Accidents". July, 1966

7.0 ASSOCIATION FOR ADVANCEMENT OF INSTRUCTION ABOUT ALCOHOL AND NARCOTICS, C/O RICHARD J. HARRIS, 212 SOUTH GRAND AVENUE, LANSING, MICHIGAN 48914

7.25 Alcohol and the Adolescent (Reprint)

RUTGERS UNIVERSITY CENTER OF ALCOHOL STUDIES, NEW BRUNSWICK, NEW JERSEY 08902

7.1 How Alcohol Affects the Body

7.2 A Discussion Guide for Questions About Alcohol, No. 1 - The Physiological Effects of Alcohol

7.3 A Discussion Guide for Questions About Alcohol, No. 2 - Community Opinions on Alcohol

7.4 A Discussion Guide for Questions About Alcohol, No. 3 - Individual Attitudes Toward Alcohol

JOURNAL OF STUDIES ON ALCOHOL, NEW HAVEN, CONNECTICUT

5 (pp. 63-67)

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HEALTH

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PUBLIC HEALTH

lian A. "Use and Misuse of Alcoholic Beverages as a Factor in Motor Vehicle Accidents".

ON FOR ADVANCEMENT OF INSTRUCTION ABOUT ALCOHOL AND NARCOTICS, C/O RALPH DANIEL,
GRAND AVENUE, LANSING, MICHIGAN 48914

and the Adolescent (Reprint)

IVERSITY CENTER OF ALCOHOL STUDIES, NEW BRUNSWICK, NEW JERSEY 08903

1 Affects the Body

on Guide for Questions About Alcohol, No. 1 - The Physiological Effects of Alcohol
on for Questions About Alcohol, No. 2 - Community Opinions on Alcohol Problems
on for Questions About Alcohol, No. 3 - Individual Attitudes Toward Alcohol

- 7.5 What the Body Does with Alcohol
- 7.6 What People do About Alcohol Problems

NATIONAL COUNCIL ON ALCOHOLISM PUBLICATIONS DIVISION, 2 EAST 103RD STREET

- 7.9 Thirteen Steps to Alcoholism
- 7.10 Do's and Don't's
- 7.11 Alcoholism is a Disease
- 7.12 Alcoholism: An Employee Health Problem

AFL-CIO, 2800 1ST AVENUE, SEATTLE, WASHINGTON

- 7.13 What Every Worker Should Know About Alcoholism

NORTH DAKOTA COMMISSION ON ALCOHOLISM, STATE CAPITOL, BISMARCK, NORTH DAKOTA

- 7.24 Alcohol in Our Society

SHADEL HOSPITAL, 12001 AMBAUM BOULEVARD, S. W., SEATTLE, WASHINGTON

- 7.14 The Nature and Significance of Brain Damage from Alcoholism
- 7.15 "Hidden" Alcoholics
- 7.16 The Road to Alcoholism
- 7.17 Our Social Alcoholics (reprint)
- 7.18 Alcoholism, Diagnosis and Treatment

ALCOHOL PROBLEMS ASSOCIATION, ARCADE BUILDING, SEATTLE, WASHINGTON

- 7.19 Why Wait Until Five Minutes to Twelve
- 7.23 Services of Seattle Committee on Alcoholism
- 7.8 The City America Could Build

body Does with Alcohol
e do About Alcohol Problems

COUNCIL ON ALCOHOLISM, PUBLICATIONS DIVISION, 2 EAST 102RD STREET, NEW YORK 29, NEW YORK

Steps to Alcoholism
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is a Disease
: An Employee Health Problem

800 1ST AVENUE, SEATTLE, WASHINGTON

Worker Should Know About Alcoholism

DATA COMMISSION ON ALCOHOLISM, STATE CAPITOL, BISMARCK, NORTH DAKOTA

Our Society

HOSPITAL, 12001 AMBAUM BOULEVARD, S. W., SEATTLE, WASHINGTON

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Until Five Minutes to Twelve
f Seattle Committee on Alcoholism
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SEATTLE-KING COUNTY HEALTH DEPARTMENT, ALCOHOLISM SECTION, PUBLIC S
WASHINGTON

- 7.21 You Can Avoid Alcoholism
- 7.22 Thirteen Steps to Alcoholism

WORLD HEALTH ORGANIZATION, COLUMBIA UNIVERSITY PRESS, INTERNATIONAL
2960 BROADWAY, NEW YORK, NEW YORK 10027

- 7.25 World Health (Special Issue on Alcohol)

8.0 WASHINGTON STATE DEPARTMENT OF HEALTH, ALCOHOL SECTION, PUBLIC HEAL
WASHINGTON 98501

- 8.1 Vandre, Vincent. "Alcohol, The Common Responsibility". Focus
- 8.2 Hughes, Nick. "Are Highway Killers Always Good Guys". Focus
- 8.3 Linsky, Arnold S. and Kurle, Milo D. "Community Attitudes and Know
- 8.4 "Love and Marriage and Alcoholism"
- 8.5 Biennium Report: Alcoholism Section
- 8.6 Focus on Alcoholism (Bi-monthly publication)
- 8.7 List of Agencies and Groups Helping Resolve Problem of Alcoholism
- 8.8 Facts About TB and Alcoholism: The Dual Illness
- 8.9 Alcoholism Fact Sheets
- 8.10 Phases in Alcoholic Addiction in Males
- 8.11 Teen-Age Drinking (Focus reprint)
- 8.12 Is Alcoholism Grounds for Divorce (Focus reprint)

WASHINGTON STATE LIQUOR CONTROL BOARD, GENERAL ADMINISTRATION BUILD

- 8.13 Liquor Control Laws and Regulations
- 8.14 Annual Report

9.0 PUBLIC AFFAIRS PAMPHLETS, 381 PARK AVENUE SOUTH, NEW YORK, NEW YORK

- 9.1 Alcoholism: A Sickness That Can Be Beaten

COUNTY HEALTH DEPARTMENT, ALCOHOLISM SECTION, PUBLIC SAFETY BUILDING, SEATTLE,

d Alcoholism
ps to Alcoholism

ORGANIZATION, COLUMBIA UNIVERSITY PRESS, INTERNATIONAL DOCUMENTS SERVICE,
Y, NEW YORK, NEW YORK 10027

(Special Issue on Alcohol)

STATE DEPARTMENT OF HEALTH, ALCOHOL SECTION, PUBLIC HEALTH BUILDING, OLYMPIA,
98501

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l. "Are Highway Killers Always Good Guys". Focus
ld S. and Kurle, Milo D. "Community Attitudes and Knowledge of Alcoholism"
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ort: Alcoholism Section
coholism (Bi-monthly publication)
cies and Groups Helping Resolve Problem of Alcoholism
TB and Alcoholism: The Dual Illness
act Sheets
coholic Addiction in Males
nking (Focus reprint)
m Grounds for Divorce (Focus reprint)

STATE LIQUOR CONTROL BOARD, GENERAL ADMINISTRATION BUILDING, OLYMPIA, WASHINGTON 98501

ol Laws and Regulations

RS PAMPHLETS, 381 PARK AVENUE SOUTH, NEW YORK, NEW YORK 10016

A Sickness That Can Be Beaten

10.0 SCIENCE RESEARCH ASSOCIATES, 259 EAST ERIE STREET, CHICAGO, ILLINOIS 60611

10.1 Facts About Alcohol

10.2 What You Should Know About Smoking and Drinking

11.0 NATIONAL SAFETY COUNCIL, 425 NORTH MICHIGAN AVENUE, CHICAGO, ILLINOIS 60611

11.1 Accident Facts (current year)

12.0 LICENSED BEVERAGE INDUSTRIES, INC., 155 EAST 44TH STREET, NEW YORK, NEW YORK 10017

12.1 What is LBI?

12.2 What We Believe About Abstinence, Drinking, Drunkenness, and Alcoholism

12.3 Some Random Thoughts on Alcohol Education (reprint from Journal of School Health)

12.4 About Alcohol and Narcotics (reprint from Association for the Advancement of Instruction
About Alcohol and Narcotics)

12.5 The Physiology of Alcohol (reprint from Journal of A.M.A.)

13.0 KEMPER INSURANCE, 4750 SHERIDAN ROAD, CHICAGO 40, ILLINOIS

13.1 What to do About the Employee With a Drinking Problem

ANATOMY AND PHYSIOLOGY

Overview

The mystery and excitement of the human body is a fascinating excitement is lost when students are asked to memorize the names of bones of a rib replacing itself after surgery, the principle of the walking cane, etc. It is lost when students are asked to label the structure of the skin, the value of suntan lotions, the problems of skin transplantation, offering plastic surgery.

This unit can be presented by drawing on other areas for related incorporated into the areas of other units. Examples of possible correlations and mental health (how we learn, emotions), the circulatory system and nervous system and stress.

Health topics usually found in a personal health unit have been relaxation, fatigue, sleep, exercise, and grooming are part of body functions. The magazine TODAY'S HEALTH has indices in its December issues for help to such topics as acne, hair, cosmetics, sleep, etc.

Concepts started at the primary level continue through to the each successive level, there is need for increasing complexity, depth and

ANATOMY AND PHYSIOLOGY

Overview

and excitement of the human body is a fascinating study for any age group. This in students are asked to memorize the names of bones rather than to discuss the wonder of self after surgery, the principle of the walking cast, the new bone glue for breaks, students are asked to label the structure of the skin instead of considering how of suntan lotions, the problems of skin transplantation or the dangers of quacks try.

can be presented by drawing on other areas for related topics or this material can be areas of other units. Examples of possible correlations are: the nervous system (we learn, emotions), the circulatory system and heart diseases, the endocrine

is usually found in a personal health unit have been placed in this unit. Rest, sleep, exercise, and grooming are part of body function, negatively or positively. HEALTH has indices in its December issues for help on current articles relating to, hair, cosmetics, sleep, etc.

started at the primary level continue through to the senior high level. However, at there is need for increasing complexity, depth and interrelationships.

COMPETENCIES

- Competency I: Students understand and appreciate basic structure, function patterns of all living tissue.
- Competency II: Students understand and appreciate the organization of and in the body systems.
- Competency III: Students continually evaluate available data to understand po of the bodies and appreciate the range of individual differen
- Competency IV: Students select health behaviors which reflect their understa the human body.

COMPETENCIES

Students understand and appreciate basic structure, function and developmental patterns of all living tissue.

Students understand and appreciate the organization of and interrelationship among the body systems.

Students continually evaluate available data to understand potentials and limitations of the bodies and appreciate the range of individual differences.

Students select health behaviors which reflect their understanding and appreciation of the human body.

COMPETENCY 1: Understand and appreciate the basic structure, function of all living tissue.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES
<p>The cell is the basic structural unit of life.</p> <p>All parts of the body are made up of cells.</p> <p>The skin is a protective covering.</p> <p>The heart is a pump.</p>	<p>Observe the incubation period and hatching chickens' eggs.</p> <p>Observe the growth and development of tadpoles. (See Family Health Unit)</p> <p>Display various pictures of the body showing muscles, and bones and discuss differences of cells to make these parts of the body.</p> <p>Compare the protective covering of different organisms. (i.e. frogs, rabbits, chickens, humans, plants)</p> <p>Compare seed coverings from different plant seeds (such as beans) in water to find out what happens to the protective covering. Discuss what aids growth.</p> <p>Compare the heart to a pump.</p> <p>Clasp the hands and squeeze water to illustrate actions of the heart.</p>

and appreciate the basic structure, function, and developmental patterns of living tissue.

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Observe the incubation period and hatching of ducks or chickens' eggs.</p> <p>Observe the growth and development of tadpoles.</p> <p>(See Family Health Unit)</p> <p>Display various pictures of the body showing skin, muscles, and bones and discuss differences in shapes of cells to make these parts of the body.</p> <p>Compare the protective covering of different living organisms. (i.e. frogs, rabbits, chickens, snakes, humans, plants)</p> <p>Compare seed coverings from different plants. Soak seeds (such as beans) in water to find out what happens to the protective covering. Discuss how this aids growth.</p> <p>Compare the heart to a pump.</p> <p>Clasp the hands and squeeze water to illustrate the actions of the heart.</p>	<p>1.1 1.2 1.3 1.4 1.14 1.23 1.24 1.35</p>

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Muscles enable the skeleton to move.</p>	<p>Feel the muscles in your upper arm when you lift or put down a heavy object. Feel the muscles of your legs when you stoop down or stand up.</p>	

COMPETENCY II: Understand and appreciate the functions of the systems of the body.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>All the different cells, tissues, organs and systems work together to make us a human being.</p> <p>Form and movement help or hinder how we look, feel and perform.</p>	<p>List and explain (in simple language) all the body systems.</p> <p>Make a bulletin board display using the analogy that the brain is similar to a telephone system receiving and sending messages.</p> <p>Discuss how we are continually training our muscles to learn new skills (i.e. writing, swimming, throwing and catching a ball).</p> <p>Look at a rag doll and discuss how the doll shows us the important things that our bones do for us.</p> <p>(Provide opportunities for individual movement exploration to develop an awareness of the limitations and the potentials of the human body.)</p> <p>Listen to each other's heartbeat with a stethoscope. Do this before and after exercising.</p>	<p>1.6 1.7 1.14 1.24 1.40 1.43 1.45 1.48 3.16 4.1 4.37 4.39 4.40</p>

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>The body has special abilities called senses.</p>	<p>Draw pictures illustrating how we use our senses (listening to music, smelling a flower, tasting something sour, looking at a picture, touching a cat's fur, etc.)</p> <p>Discuss and observe books with Braille.</p> <p>Ask nurse to talk about structure, function and care of the ears and eyes when screening tests are given. Examine plastic models of ears and eyes. Draw pictures about some of the points of care that the nurse mentioned.</p>	<p>4.5</p>

COMPETENCY III: Evaluate continually available data to help understand the body and appreciate the range of individual differences.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES
A wide range of individual differences in size and shape is normal in growth patterns.	<p>Keep records or charts of individual growth (i.e. height, weight)</p> <p>Collect magazine pictures illustrating differences.</p> <p>(See Nutrition and Mental Health Units)</p>
Development of our potentials is within the limits of design and age.	<p>Discuss limitations and potentials. (We can run but cannot fly.)</p> <p>Draw pictures of the things hands can do.</p> <p>(See Mental Health Units)</p>

ate continually available data to help understand the potentials and limitations
e body and appreciate the range of individual differences.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
ual ch	<p>Keep records or charts of individual growth patterns. (i.e. height, weight)</p> <p>Collect magazine pictures illustrating individual dif- ferences.</p> <p>(See Nutrition and Mental Health Units)</p>	<p>1.7 1.8 3.11 4.2 4.29 5.3</p>
- ts	<p>Discuss limitations and potentials. (i.e., We can run but cannot fly.)</p> <p>Draw pictures of the things hands can do.</p> <p>(See Mental Health Units)</p>	

COMPETENCY IV: Select health behaviors which reflect understanding and appreciation of the human body.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
Exercise is fun and develops skills.	Make a bulletin board display depicting indoor and outdoor activities. (use children's original drawings)	1.5 11.2 1.6 11.3 1.7 11.4 1.9
	Prepare exercise charts with stated goals.	1.10 1.41 1.33
Rest and relaxation help the body to recover from fatigue and to grow.	Learn and practice relaxation exercises in the classroom.	1.36 3.1 3.2
	Discuss why we need recess, exercise and resting periods, etc.	3.12 3.14 3.15
	(See Nutrition Unit)	4.2 4.3 4.6
Good posture helps prevent fatigue, enables the body to work better and makes us more attractive.	Use charts, pictures and stories to develop bulletin boards stressing good posture. Demonstrate how posture tells others how we feel.	4.8 4.9 4.10 4.12 4.14 4.15
Cleanliness is a factor in how we feel and how other people feel about us.	Oil one piece of paper; sprinkle dust or dirt on it; sprinkle dust or dirt on non-oiled paper. Relate to oil glands and the need for cleansing skin.	4.19 4.38 4.39 4.40
Body injuries from some hazards can be prevented.	Discuss how accidents and infections can be avoided.	7.1 7.6 7.8
	(See Safety Education and Disease Units)	7.9

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Care of the body adds to effective living.</p>	<p>Compare the body to an automobile illustrating care which must be given to each in order to keep them in good running condition. (Make a bulletin board display illustrating this. Humanize picture of car for interest.)</p> <p>Draw posters: how to take care of eyes, ears, nose (blowing properly, not rubbing eyes with dirty hands, etc.)</p> <p>Appropriately dress paper dolls, figures or puppets for different types of weather.</p> <p>(See Nutrition and Disease Units)</p>	

COMPETENCY 1: Understand and appreciate the basic structure, function, and development of all living tissue.

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
<p>The cell is the basic unit of structure in all living things.</p> <p>Cells may differ in order to perform different functions.</p> <p>Tissues combine into organs.</p> <p>Various organs and tissues work together to form body systems.</p>	<p>Use microscope and/or microviewers and slides to observe cells.</p> <p>Draw and label parts of a typical cell.</p> <p>(See Heredity Unit)</p> <p>Draw several different kinds of cells: blood, muscle, nerve, etc. Discuss how they are suited to the job they perform and write a brief summary for each drawing.</p> <p>Observe different organs: beef heart, kidney, liver, sweetbreads. (obtain from butcher shop)</p> <p>Observe and handle models of the organs in the torso. Compare size and shape. Note location.</p> <p>Observe the "Visible Man" and "Visible Woman".</p> <p>Utilize pictures, wall charts, overlaying transparents to become familiar with the basic systems.</p> <p>Form committee groups to study, diagram and report to class on different body systems. (circulatory, nervous, digestive, etc.)</p> <p>(See Disease and Family Health Units.)</p>

Understand and appreciate the basic structure, function, and developmental pattern of living tissue.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
Unit Living	Use microscope and/or microviewers and slides to observe cells. Draw and label parts of a typical cell. (See Heredity Unit)	1.1 1.8 1.11 1.12 1.14 1.49 4.17 4.26
ter	Draw several different kinds of cells: blood, muscle, nerve, etc. Discuss how they are suited to the job they perform and write a brief summary for each drawing.	7.2 7.3 7.4 7.5
organs.	Observe different organs: beef heart, kidney, liver, sweetbreads. (obtain from butcher shop) Observe and handle models of the organs in the torso. Compare size and shape. Note location.	
ues body	Observe the "Visible Man" and "Visable Woman". Utilize pictures, wall charts, overlaying transparencies to become familiar with the basic systems. Form committee groups to study, diagram and report to class on different body systems. (circulatory, nervous, digestive, etc.) (See Disease and Family Health Units.)	

COMPETENCY 11: Understand and appreciate the organization of and interbody systems.

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
The skeletal system serves several purposes.	<p>Examine a chart, model skeleton or bones of a human. Note different sizes and shapes of some of the bones (skull, ribs, spinal column). Note how bones are joined. Compare hinge and ball and socket joints. Have students move various joints of their bodies to discover which are hinge and which are ball and socket.</p> <p>Observe and compare the bones of a human skeleton with those of an animal. Compare development with use.</p> <p>Put a small uncooked bone in vinegar. Note how it can be twisted after the calcium and other minerals have been dissolved.</p>
Two basic types of muscles perform a variety of body activities.	<p>Have pupils hold a book in one hand and bend the arm. Feel the movement of the muscles (biceps) as the arm is flexed. Clench the fist and note muscle movement in the forearm.</p> <p>Discuss and become aware that muscles work together to construct a drawing of a pair of muscles.</p> <p>Have students participate in exploration of muscles during several physical education sessions.</p> <p>List organs of the body which are made up of muscles. Discuss the "Yoga" claim of "control" of involuntary muscles.</p>

Understand and appreciate the organization of and interrelationship among the body systems.

ce)	SAMPLE LEARNING EXPERIENCES	RESOURCES
serves	<p>Examine a chart, model skeleton or bones from butcher. Note different sizes and shapes of some of the main bones. (skull, ribs, spinal column) Note how bones fit together. Compare hinge and ball and socket joints. Have pupils move various joints of their bodies to discover which are hinge and which are ball and socket.</p> <p>Observe and compare the bones of a human skeleton and animal. Compare development with use.</p> <p>Put a small uncooked bone in vinegar. Note how easily it can be twisted after the calcium and other minerals have been dissolved.</p>	<p>1.1 1.3 1.8 1.11 1.12 1.14 1.15 1.16 1.17 1.19 1.24 7.3 7.4 3.3 3.17</p>
muscles f body	<p>Have pupils hold a book in one hand and bend an elbow. Feel the movement of the muscles (biceps) as the arm is flexed. Clench the fist and note muscle movement in the forearm.</p> <p>Discuss and become aware that muscles work in pairs. Construct a drawing of a pair of muscles.</p> <p>Have students participate in exploration movement activities during several physical education sessions.</p> <p>List organs of the body which are made up of involuntary muscles. Discuss the "Yoga" claim of "controlling" involuntary muscles.</p>	<p>1.5 1.7 1.9 3.3 4.18</p>

	SAMPLE LEARNING EXPERIENCES	RESOURCES
Several	<p>Observe slides of skin cells.</p> <p>Develop a bulletin board showing parts of the skin. Indicate function of each part by appropriate picture; with yarn connect part to picture.</p> <p>Report on how skin tans, what makes freckles, what warts or moles are, etc.</p> <p>Compare protecting covering of humans with animals, insects, etc.</p>	3.17
to a body	<p>Label a diagram of the basic parts of the digestive system. Describe how a hamburger becomes <u>you</u> after it goes through this system.</p> <p>Place a BB shot in a plastic straw and move it along by squeezing the straw. Relate this to the peristaltic action of muscles in the digestive tract.</p> <p>(See Nutrition Unit)</p>	1.14 3.4
tem e body n the	<p>Label chart of the respiratory system and summarize functions of various parts. Use this information in explaining the do's and don't's of chest and mouth to mouth resuscitation. Practice mouth to mouth resuscitation on plastic model, "resusi-annie".</p>	1.14 3.5 11.6

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES.
<p>The excretory system takes care of the elimination of waste liquids, solids and gases.</p> <p>The circulatory system transports supplies (food and oxygen) and waste products throughout the body.</p>	<p>Make a model of the lungs using a bell jar, stopper, balloons and a piece of rubber.</p> <p>Breathe deeply and note what happens to the lungs. They expand while diaphragm lowers during inspiration and contract while diaphragm raises during expiration.</p> <p>(See Respiratory Disease Unit)</p> <p>Discuss the interdependence of the excretory and circulatory systems.</p> <p>Trace oxygen, a solid food, and milk through the body and note where used or eliminated.</p> <p>Examine model of the heart.</p> <p>Label diagram of (1) heart and (2) blood vessels.</p> <p>Feel pulse and count beats doing specific activities. Construct bar graphs to compare different activities.</p> <p>(See Heart Disease Unit)</p>

te)	SAMPLE LEARNING EXPERIENCES.	RESOURCES
<p>m takes tion of ds and</p> <p>tem trans- d and roducts</p>	<p>Make a model of the lungs using a bell jar, "Y" tube and stopper, balloons and a piece of rubber.</p> <p>Breathe deeply and note what happens to your body: (chest expands while diaphragm lowers during inhalation. Chest contracts and diaphragm raises during exhalation.)</p> <p>(See Respiratory Disease Unit)</p> <p>Discuss the interdependence of the excretory system to other systems.</p> <p>Trace oxygen, a solid food, and milk through the body until used or eliminated.</p> <p>Examine model of the heart.</p> <p>Label diagram of (1) heart and (2) blood vessels.</p> <p>Feel pulse and count beats doing specific activities; then construct bar graphs to compare different rates with different activities.</p> <p>(See Heart Disease Unit)</p>	<p>1.20</p> <p>1.21</p> <p>1.22</p> <p>1.46</p> <p>4.21</p> <p>11.1</p>

date)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>tem is a con- ch receives, transmits</p>	<p>Make posters showing rules of eye and ear care.</p> <p>Prick finger and then prick skin on back with 2 points of a compass. (Since there are fewer nerve endings in back, only 1 prick can be felt.)</p> <p>Do taste experiments: Use foods of similar consistency such as apples and potatoes. Blindfold person and have him taste various foods while holding nose. Note the relationship between sense of smell and taste. Suck on an ice cube before tasting something bitter. (you can't taste it) Pour salt on different parts of the tongue.</p> <p>(See Nutrition Unit--likes and dislikes of food)</p> <p>(See Safety Education Unit--safe practice of eyes and ears)</p>	<p>1.6 1.13 1.14 1.38 1.39 1.44 1.47 3.6 3.7 3.8 3.9 3.10 3.11 4.22 4.24 4.25 4.27</p>
<p>ystem is the cor of the</p>	<p>Label a diagram showing the location of the endocrine glands.</p> <p>Examine sweetbreads from butcher and discuss the new findings about the relationship of the thymus and immunity.</p> <p>(See Family Health and Disease Units)</p>	

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
<p>The reproductive system provides the cells for producing a new person and a place for the developing embryo to grow until it is complete enough to survive in the outside world.</p>	<p>(See Family Health Unit)</p>

	SAMPLE LEARNING EXPERIENCES	RESOURCES
m pro- d a ng t is vive	(See Family Health Unit)	

evaluate continually available data to understand the potential and limitations of the body and to appreciate the range of individual differences.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
various ferred fections	<p>Examine x-ray of broken bone.</p> <p>Look through magazines and articles to find an accident story. Have children rewrite the article as to how it could have been avoided.</p> <p>(See Safety Education Unit)</p> <p>Report on common childhood diseases: causes, symptoms, treatment, prevention. Present reports in skits or panels.</p> <p>(See Disease Unit)</p> <p>Observe pictures of people suffering from malnutrition and discuss the steps needed to eliminate the problems.</p> <p>(See Nutrition Unit)</p>	<p>1.25</p> <p>1.26</p> <p>1.34</p> <p>3.17</p> <p>4.7</p> <p>4.30</p> <p>4.31</p> <p>4.32</p> <p>5.1</p> <p>5.2</p>
seeks ng us	<p>Make a pictorial time line of important discoveries.</p> <p>Give reports on significant health contributions in the past. Write reports on news articles, present on "T.V. news report," or give "You Are There" skits.</p> <p>(See Disease Unit)</p>	<p>1.27</p> <p>1.28</p> <p>1.29</p> <p>1.30</p> <p>1.31</p> <p>1.32</p> <p>1.37</p>

COMPETENCY IV: Select health behaviors which reflect an understanding of the human body.

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
<p>Exercise for fitness involves activities to develop strength, endurance, flexibility, etc.</p> <p>Good posture is the efficient way of using the body.</p> <p>Personal cleanliness is an individual responsibility.</p> <p>Practicing good health and safety measures helps insure our continued good health.</p>	<p>Take physical fitness pre-test. Develop stated goals and expectations.</p> <p>Set up standards for good posture in a classroom. Each student analyze self against these standards.</p> <p>Make yarn stick figure posters or wire figures showing good posture.</p> <p>Invite resource people such as school nurse to discuss good health practices.</p> <p>Write paragraph on "How I Judge Someone's Health."</p> <p>For upper intermediate, have guests, skits, panels, etc., to stress good grooming and health while maturing.</p> <p>Discuss different ways of resting and sleeping that might be used. (sleep, relaxing, changing positions, etc.)</p>

act health behaviors which reflect an understanding and appreciation of the
in body.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
ance,	Take physical fitness pre-test. Develop a chart with stated goals and expectations.	1.5 7.7 1.7 1.9 2.0
	Set up standards for good posture in all basic movements. Each student analyze self against these standards.	1.33 1.18 7.7 11.5
s an ity.	Make yarn stick figure posters or wire sculpture to show good posture.	
	Invite resource people such as school nurse to discuss good health practices.	1.42 3.18
	Write paragraph on "How I Judge Someone I have Just Met".	
and insure lth.	For upper intermediate, have guests, skits, discussions, panels, etc., to stress good grooming and good health while maturing.	3.13 3.17 4.11 4.16 4.33 4.34
	Discuss different ways of resting and when each way might be used. (sleep, relaxing, changing activity)	

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
	<p>Be a "health detective" at home and/or at school. Record all the examples of good health practices you can find in one day.</p> <p>Interview parents, lunchroom personnel, custodians, teachers, nurse to ask about health precautions taken in their jobs.</p>

(late)	SAMPLE LEARNING EXPERIENCES	RESOURCES
	<p>Be a "health detective" at home and/or at school and record all the examples of good health practices you can find in one day.</p> <p>Interview parents, lunchroom personnel, custodian, teachers, nurse to ask about health precautions they take in their jobs.</p>	<p>4.35 4.36 7.7</p>

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(Preview all films; Review all materials)

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- 1.11 Glemser, Bernard. ALL ABOUT THE HUMAN BODY. Random House, 1958
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ANATOMY AND PHYSIOLOGY RESOURCES

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3.0 FILMSTRIPS

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Proper Food), EBF
- 3.2 Safety Tales (School Safety, Home Safety, Play Safety, Street
Helpers), EBF
- 3.3 Your Bones and Muscles, EGH
- 3.4 You and Your Food, EBF
- 3.5 Your Heart and Lungs, JH
- 3.6 You and Your Senses, EBF
- 3.7 You and Your Eyes, EBF
- 3.8 You and Your Ears, EBF
- 3.9 Your Sense of Smell and Taste, EBF
- 3.10 Your Sense of Touch, EBF
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- 3.15 Adventures in Healthland Series, EGH
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- 4.3 Soapy, The Germ Fighter, Avis
- 4.5 Your Ears, EBF
- 4.6 How Billy Keeps Clean, Coronet
- 4.7 How To Have An Accident in the Home, WSH
- 4.8 Kitty Cleans Up, YAF
- 4.9 Dress for Health, EBF
- 4.10 Save Those Teeth, EBF
- 4.11 Sleep For Health, EBF
- 4.12 Good Eating Habits, Coronet
- 4.14 Primary Safety: On The School Playground, Coronet
- 4.15 Primary Safety: In The School Building, Coronet
- 4.16 Safety On The School Bus, McG
- 4.17 Systems of the Body, EBF
- 4.18 Your Body in Motion, EBF
- 4.19 Tommy The Lion, McG
- 4.21 Your Body's Transport System, EBF
- 4.22 Sensing The World Around You, EBF
- 4.24 Our Senses and What They Do For Us, Coronet
- 4.25 Learning About Your Nose, EBF
- 4.26 You, The Living Machine, WSH
- 4.27 Your Body's Control, EBF
- 4.29 Exploring Your Growth, CF
- 4.30 The Magic Touch (immunization), Avis
- 4.31 Sniffles and Sneezes, McG
- 4.32 What Is Disease, EBF
- 4.33 Sleep and Rest, Handy
- 4.34 Care of the Skin, EBF
- 4.35 Keeping Clean and Neat, EBF
- 4.36 Your Health At School, Coronet

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EBF
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School Safety Policies: Accident Prevention in Physical Education, Athletics and
1964
Safety in the Elementary School
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itness Posters, Posture Charts

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Pamphlets

WASHINGTON TUBERCULOSIS ASSOCIATION, 230 SECURITIES BUILDING, SEATTLE, WASHINGTON 98101

- 11.2 Indian Posters
- 11.3 Animal Posters
- 11.4 It's Fun To Be Healthy
- 11.5 Posture Posters
- 11.6 Respiratory System Chart

C O M M U N I T Y H E A L T H U N I T

Overview

This unit is designed to help students realize that as part of any community they can affect health conditions. Moreover, they can effect change in those conditions if change is necessary and desirable. It is also designed to show community organization which already exists for the promotion of public health.

Environmental is meant to include mental and social as well as physical factors. Actual exploration of a local community's organization, problems and viewpoints makes this unit a meaningful one. Classroom reading and discussion alone make community health too remote for student interest.

This unit can easily be interwoven with all other health areas of this Guide.

COMPETENCIES

- Competency I: Students understand the environmental factors which affect health within a community.
- Competency II: Students participate in actions which favorably influence community health.

COMPETENCY 1: Understand environmental factors which affect health.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
Water and air are important.	<p>Develop a bulletin board depicting ways we use water (drinking, bathing, washing clothes and dishes and for such pleasures as swimming and boating).</p> <p>Observe what happens to water in vases and aquariums if it isn't changed regularly. Using a microscope compare it to clean water.</p> <p>Observe overcast conditions not due to weather; discuss the reaction this may have on people (coughing, a taste in your mouth, etc.).</p> <p>Illustrate how odors permeate a room by using an atomizer of perfume or other sprays.</p> <p>Visit a fire department. Discuss with firemen the dangers of a smoke-filled room and what one should do when a fire occurs.</p>	<p>1.11 1.13 1.14 1.15 1.16 1.18 1.19 1.26 2.16 3.18 3.22 4.9 4.10 4.11 4.18 4.19 4.21 4.27</p>
Clean food is important.	<p>Have a lunchroom helper explain why hairnets are worn, why plastic gloves are used and why other health practices are followed in eating places.</p> <p>Prepare posters to place in lunchroom concerning hand washing before handling food.</p>	<p>1.6 1.10 3.14 4.12 4.13 4.20</p>

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Clean and comfortable home conditions affect health.</p>	<p>Observe and compare growth on agar plates of effects of clean hands vs dirty hands. (Emphasize that some bacteria are not harmful.)</p> <p>Visit lunchroom to observe facilities for washing dishes. (Find out whether there are required procedures to follow.)</p> <p>Visit a supermarket with specific things to observe (packaging of food for cleanliness, refrigeration for preservation, sprinkling for freshness).</p> <p>(See Nutrition Unit)</p> <p>Discuss ways students can help keep schoolroom clean and orderly and how this contributes to its usefulness and safety.</p> <p>Make a bulletin board display depicting various types of houses throughout the world.</p> <p>Bring magazine pictures to show how heat, light, ventilation, colors, furniture, appliances, etc., add to our comfort.</p> <p>(See Family Health and Safety Education Units)</p>	<p>1.3 1.12 1.17 4.14 4.15</p>

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
Noise and space affect how people feel and respond.	<p>Observe noise levels by measuring decibels. (Check with telephone company for special instrument such as sound-level meters to do this. Tape recorders might also be used to compare noisy lunchroom to quieter classroom situation.)</p> <p>Make a pictorial display of things which contribute to the noise level of our environment (cars, airplanes, appliances, television, radio, children playing or fighting, etc.).</p> <p>Discuss how you feel in a noisy situation vs a quiet one. (When is noise fun?)</p> <p>Discuss how you feel in a crowded situation vs plenty of space. (When is a crowd desirable?)</p>	4.7
Hazards in the environment can cause discomfort and problems.	<p>Make posters for the whole school illustrating accident prevention. (Post at appropriate places.)</p> <p>Draw pictures depicting disease germs as imps and ways to diminish their effectiveness.</p> <p>Chart accidents that occur in your school.</p> <p>(See Disease and Safety Education Units)</p>	1.8 1.24 3.1 3.2 3.3 3.4 3.7 3.10 3.11 4.1 4.2 4.8 4.32

COMPETENCY 11: Participate in actions which influence community health.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
Many people keep water and air safe.	<p>Invite a resource person from the water department to describe what must be done before a citizen can get water from his faucet.</p> <p>Visit an industrial plant to see how they try to cooperate to keep air or water clean.</p> <p>Discuss how one determines if water is safe to drink. (soapy water, dirty water, clean water that may be unsafe, etc.)</p>	<p>1.26 4.21</p>
Many people help protect our food.	<p>Have a lunchroom worker explain about lunchroom inspections, who makes them and why.</p> <p>Invite a sanitarian to visit a dairy with your class to find out what is done to keep milk fresh and safe.</p> <p>Observe and discuss handling of merchandise in a neighborhood bakery.</p> <p>(See Nutrition Unit)</p>	<p>3.14 4.22 4.23</p>
Individuals can improve their surroundings.	<p>Experiment, observe and discuss what happens to food if left exposed, how the exposure affects its usefulness and ways it should be stored at home. (Experiment with milk, meat, cheese, bread, etc.)</p>	<p>1.1 1.2 1.4 1.5 1.7</p>

4)

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
	<p>Draw pictures for a bulletin board depicting ways students can best care for their own belongings. (lunches, toothbrushes, water glasses)</p> <p>Develop a play illustrating situations in which personal courtesy may help to improve undesirable conditions (at home or school).</p> <p>Discuss how our feelings affect how we behave. What we can do about the feelings that hurt others.</p> <p>Discuss each child's responsibility for keeping the school grounds neat.</p> <p>(See Family Health, Mental Health and Consumer Health Units)</p>	<p>1.9 3.5 3.6 3.8 3.9 3.12 3.13 3.14 3.21 4.3 4.4 4.5 4.6 4.32</p>

COMPETENCY 1: Understand environmental factors which affect health.

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES	RESOURCES
Water and air are essential for life.	<p>Divide class into committees. Use as focal point of activity the water cycle in nature. Have each committee work on one of the suggested activities:</p> <ol style="list-style-type: none"> 1. Diagram and discuss the watercycle (perhaps a bulletin board) 2. Demonstrate to class how various foods absorb water (cook rice, vegetables) 3. Investigate foods used in space travel. (Report to class on dehydrated foods.) 4. Report on how water is used in our everyday lives (industrial, home, individual use). Committee may keep chart on amount of water used. <p>Measure amount of water used in tub for bath, in washer or sink for dishes. (Correlate with volume and fractions in math.) Keep records on approximate amount used daily, weekly, etc.</p> <p>Discuss how water becomes unfit to drink or to use such as for swimming. (Human waste into rivers, ponds, lakes, streams; animals, birds, and industry contributing to pollution.)</p> <p>Take field trip to water purification plant. Discuss what makes water harmful or harmless.</p>	<p>1.20 1.21 1.22 1.23 2.3 2.6 2.7 2.14 2.15 2.19 4.10 4.18 4.25</p>

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES	RESOURCE
<p>Our surroundings, group activities and group organization affect us.</p>	<p>Discuss household pests (use pictures of flies, cock roaches, mice, and rats). Discuss why they are in homes and other places; why insects and rodents are harmful; why one should wash hands after handling insects, etc.</p> <p>(See Disease Unit)</p> <p>List conditions in one's surroundings which affect an individual's performance at work and play. (i.e., noise, odor, temperature, humidity, people, etc.)</p> <p>Plan a school including all the physical conditions you feel would make the happiest situation (resource 2.12).</p> <p>Plan a ten minute quiet period for "thinking time" (either one room or whole school). Write up your feelings during this time.</p> <p>Conduct panel discussion on rules for playground and lunch-room vs free situation.</p> <p>Write about the learning situation in an unsupervised classroom.</p> <p>Plan a hiking trip; investigate knowledge needed about environmental factors.</p>	<p>4.35 9.1</p> <p>1.27 2.12 4.7 4.40 4.41</p>

COMPETENCY II: Participate in actions which influence community health.

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES	RESOURCE
The safety of water and air depends on many people.	<p>Take field trip to water shed and/or water treatment plant. Follow by discussion on laws concerning protection of that area.</p> <p>List unsanitary practices observed in the community and construct posters showing ways children can help keep community cleaner.</p> <p>Discuss how agencies help prevent pollution of lakes and help conserve forests, animals and plant life.</p> <p>Illustrate how recreational facilities are affected by human and industrial contamination and try to find out what agencies help us keep recreational areas safe (local health department, forest service).</p>	<p>2.1 2.2 2.4 2.5 2.8 2.10 4.10 7.1</p>
Many organizations try to improve sanitary conditions.	<p>Visit a food distribution center or public market to find out old and new preservation techniques.</p> <p>Visit a restaurant, a new home under construction, hospital, etc. with a local public health sanitarian to see how sanitation regulations affect these groups.</p> <p>Invite a sanitarian to discuss garbage disposal in the home and community and rodent control.</p>	<p>2.13 3.15 4.19 4.39 4.42 12.1</p>

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(Review all materials; Preview all films)

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- 1.27 Johnson, James R. ANYONE CAN BACKPACK IN COMFORT. McKay, 1965

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- 2.3 You and Water
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*WASHINGTON STATE DEPARTMENT OF HEALTH, PUBLIC HEALTH BUILDING, OLY

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*PUBLIC INQUIRIES BRANCH, PUBLIC HEALTH SERVICE, UNITED STATES DEPA
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- 2.8 Let's Have Clean Water (kit)
- 2.11 Environmental Health
- 2.12 Environmental Engineering for the School
- 2.14 Water Quality Affects Aquatic Life (poster)
- 2.15 Fish, Wildlife and Clean Water
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*UNITED STATES ATOMIC ENERGY COMMISSION, DIVISION OF TECHNICAL INFO
OAK RIDGE, TENNESSEE 37830

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3.0 FILMSTRIPS

- 3.1 Safe and Sound Along the Way, SVE
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- 3.3 The Safety Patrol, McG
- 3.4 Safe and Sound At School, SVE
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UNITED STATES DEPARTMENT OF AGRICULTURE, OFFICE OF INFORMATION, WASHINGTON, D. C. 20402

Facts
Our Watersheds
and Water
Happened to Our Waters
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of Water Supply

WASHINGTON STATE DEPARTMENT OF HEALTH, PUBLIC HEALTH BUILDING, OLYMPIA, WASHINGTON 98501

Water (c/o Environmental Sanitation Division)
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UNITED STATES ATOMIC ENERGY COMMISSION, DIVISION OF TECHNICAL INFORMATION, EXTENSION, P. O. BOX 62,
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12.1 Sanitation Follies

CONSUMER HEALTH

Overview

The American public spends billions of dollars each year for health care. Yet another billion dollars is spent on fraudulent products and services. A background in consumer health is helpful protection from the exploitation and dire results of health abuse, neglect and quackery.

What people believe and the types of decisions and actions they take in the selection and utilization of health information, personnel, products and services are major determinants in the quality of health attainment. The individual's protection from fraudulence is primarily through his own ability to select critically and use products and services.

Material on food fads and quackery is omitted here because it is included in the Nutrition Unit. Content on cosmetics has its greatest emphasis under body care and grooming and is included in the Anatomy and Physiology Unit. At the elementary level, concern is for developing attitudes toward health personnel and services because the youngsters are not yet choosing for themselves. Concern at the elementary level is also for safety in the use of health products.

COMPETENCIES

- Competency I: Students discriminate critically between reliable and unreliable information and advertising.
- Competency II: Students utilize discriminating judgment in the selection of health products and other health products.
- Competency III: Students avoid the dangers of medical neglect, self-diagnosis, and misdiagnosis of themselves and others for whom they have a responsibility.
- Competency IV: Students select and make intelligent utilization of quality health care, dental and allied health personnel and services.
- Competency V: Students use discriminating judgment in evaluating and selecting health care, hospital, health and accident insurance protection and utilization of comprehensive medical care.
- Competency VI: Students appreciate the roles and functions of health agencies and organizations in supporting and promoting health programs.

COMPETENCIES

Students discriminate critically between reliable and unreliable health information and advertising.

Students utilize discriminating judgment in the selection and use of drugs and other health products.

Students avoid the dangers of medical neglect, self-diagnosis and self-treatment for themselves and others for whom they have a responsibility.

Students select and make intelligent utilization of qualified and competent medical, dental and allied health personnel and services.

Students use discriminating judgment in evaluating and selecting reliable medical, hospital, health and accident insurance protection and understand the costs of comprehensive medical care.

Students appreciate the roles and functions of health agencies and their responsibilities in supporting and promoting health programs.

COMPETENCY 1: Discriminate critically between reliable and unreliable health information and advertising.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Physicians, dentists and para medical personnel are the best sources for health information.</p>	<p>Draw pictures illustrating people who help us keep well with captions describing what they do. (mother, father, dentist, doctor, nurse)</p> <p>Tell a story about who we seek for help when we are sick or hurt (when we fall on the playground, when a friend falls off a slide, when we have an earache, etc.)</p> <p>Discuss the commercials on television and how they affect what we buy thereby affecting our health.</p> <p>(See Dental Health)</p>	<p>1.26 6.3</p>

COMPETENCY III: Avoid the dangers of medical neglect, self-diagnosis and self-treatment.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>We tell our parents or teachers when we are sick or hurt.</p> <p>There are ways to protect ourselves and others from disease.</p>	<p>Dramatize a situation at home or at school: what to do if someone gets sick or hurt.</p> <p>Discuss how vaccinations, oral vaccines and shots keep us well and also protect other people.</p> <p>Discuss why we take medicine only when given by doctor, nurse or parent.</p> <p>(See Disease Unit, Anatomy and Physiology, and Safety Education Units)</p>	<p>2.33 3.3 5.11 5.12</p>

COMPETENCY IV: Intelligently select and utilize qualified and competent medical, dental and allied health personnel and services.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
The doctor, dentist, nurse and the other people who help keep us well are our friends.	Write chart stories telling what the doctor, dentist, nurse, etc. do to keep us well.	1.2 3.1 1.4 3.5 1.5 4.2
	Visit the school nurse's office (including the sick room).	1.6 4.4 1.7 4.20 1.8 5.11
	Write letters to classmates who are ill or in the hospital.	1.11 5.12 1.22 1.4 1.2
	(See Disease and Community Health Units)	1.29

COMPETENCY VI: Appreciate the roles and functions of health agencies and the responsibilities of citizens in supporting and promoting health programs.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Rules help protect our health.</p> <p>We can help protect the health of others at home, school and on the playground.</p>	<p>Develop a list as to what children can do to keep everyone in class well. (i.e. covering your coughs and sneezes, walking not running in the halls, etc.)</p> <p>Make "what happens" pictures when we don't follow health rules.</p> <p>(See Mental Health Unit and Safety Education Unit)</p>	<p>1.28 4.3</p>

COMPETENCY 1: Discriminate critically between reliable and unreliable advertising.

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
There are sources of reliable health information.	<p>Tape record radio or television commercial advertising children's health and help children evaluate advertising. (Avoid personal prejudice.)</p> <p>Develop a poster of class-developed criteria for evaluating the reliability of health information.</p> <p>Use resource 2.2 to develop individual projects titled "How to Spot a Quack".</p> <p>Create cut-paper "Quack Machines" using the gimmicks of the quack, i.e., the scare technique, sure cure, etc.</p>
Some superstitions are harmful to our health.	<p>Make a notebook of health superstitions. As you use this notebook collect health information as to whether it is realistic or quack.</p> <p>Write and perform a play: "The Medicine Show West".</p>

criminate critically between reliable and unreliable health information and advertising.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
on.	<p>Tape record radio or television commercials relating to children's health and help children evaluate and discuss advertising. (Avoid personal prejudices.)</p> <p>Develop a poster of class-developed criteria for evaluating the reliability of health information.</p> <p>Use resource 2.2 to develop individual posters or essays titled "How to Spot a Quack".</p> <p>Create cut-paper "Quack Machines" and write advertising using the gimmicks of the quack, i.e., testimonials, scare technique, sure cure, etc.</p> <p>Make a notebook of health superstitions. On other pages of this notebook collect health information and evaluate as to whether it is realistic or questionable.</p> <p>Write and perform a play: "The Medicine Man of the Old West".</p>	<p>1.1 1.10 1.12 1.15 1.16 1.19 1.23 1.24 2.2 2.22 4.10 4.11 5.11 5.12 6.1 6.2 6.3 6.7 6.9 6.10 6.12 6.19 6.30 11.2</p>

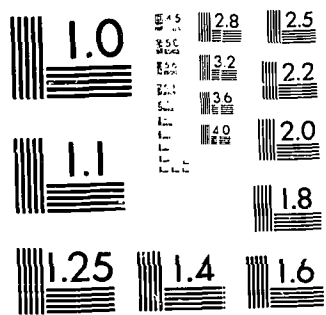
COMPETENCY 11: Use discriminating judgment in the selection and use of health products.

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
<p>Some health products are better than others.</p> <p>Only medications prescribed for you by a competent physician should be used.</p>	<p>Develop criteria for selecting and purchasing health products by reviewing cost, claims, manufacturer, etc. of various common products.</p> <p>Visit a pharmacy and have the pharmacist fill a prescription blank and how it is filled. List rules to remember about taking and using medicines.</p> <p>Role play the idea of how you can protect yourself and sisters from taking medicines that are not for you.</p> <p>Write dialogue for two identical-appearing people. One speaks as a quack, the other a qualified physician. Play a guessing game in class as to which is which.</p>

use discriminating judgment in the selection and use of drugs and other health products.

te)	SAMPLE LEARNING EXPERIENCES	RESOURCES
s are described ent phy- ed.	<p>Develop criteria for selecting and purchasing personal health products by reviewing cost, claims, who recommends, manufacturer, etc. of various common products.</p> <p>Visit a pharmacy and have the pharmacist show the class a prescription blank and how it is filled, etc. Review rules to remember about taking and using medicine.</p> <p>Role play the idea of how you can protect younger brothers and sisters from taking medicines that are not for them.</p> <p>Write dialogue for two identical-appearing doctors; one speaks as a quack, the other a qualified physician--play guessing game in class as to which is the quack.</p>	<p>1.9 1.10 1.15 1.16 1.17 1.18 2.2 2.7 2.8 2.9 2.33 5.10 6.4 7.7</p>

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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

COMPETENCY III: Avoid the dangers of medical neglect, self-diagnosis and self-treatment.

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Following certain health practices when we are sick helps us get well.</p> <p>Certain symptoms indicate that we need special health care.</p>	<p>Discuss the things we can do when we are ill to help us get well faster.</p> <p>Make posters on the symptoms of a cold.</p> <p>Ask the school nurse to present to class rules and regulations about "when we should stay home" and symptoms of common illnesses of elementary pupils.</p>	<p>4.3 5.11 5.12</p>

COMPETENCY IV: Intelligently select and utilize qualified and competent medical, dental and allied health personnel and services.

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Physicians help protect our health.</p> <p>Many individuals have contributed to the good health we can have today.</p>	<p>From cardboard make various instruments that a doctor uses in his office to check and protect our health; make a mobile of them.</p> <p>Make a historical mural of health and medical discoveries.</p> <p>Conduct committee research on individuals who have contributed to medical research. (Pasteur, Lister, Reed, Salk)</p> <p>Survey and then develop a bulletin board for the nurse's office on the health services available to students.</p> <p>Interview doctors and dentists with questions developed by the class. (i.e. how often should we be examined, how can students assist the doctor/dentist when they see them, etc.)</p> <p>(See Anatomy and Physiology, Disease, and Community Health Units)</p>	<p>1.2 7.6 1.4 9.1 1.5 9.2 1.6 11.2 1.7 11.4 1.8 2.10 3.1 3.3 3.4 5.1 5.2 5.7 5.8 5.11 5.12 5.15 6.5 6.6 6.7 6.8</p>

COMPETENCY VI: Appreciate the roles and functions of health agencies and the responsibilities of citizens in supporting and promoting health programs.

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Many health agencies and organizations serve, protect and inform us to help keep us well.</p>	<p>Write, visit, and read to collect material for oral reports on various community agencies that protect our health (public health departments, hospitals, clinics, fire departments, law enforcement agencies, voluntary health agencies, poison control centers).</p>	<p>1.10 1.14 2.8 2.12 2.21</p>
<p>Laws and regulations protect our health and the health of others.</p>	<p>Select a health problem in school; as a class project develop and carry out a solution.</p> <p>Outline provisions of the Food and Drug Administration as to how it protects the consumer.</p> <p>(See Community Health Unit)</p>	

CONSUMER HEALTH RESOURCES

(Preview all films; review all materials)

The resource list is for both the elementary and secondary levels because of the reading level of elementary students. The resources, therefore, are for the level of understanding that the student can modify the information to relate to the level of understanding. If the resource is of elementary student reading or comprehension level, an * is placed before the number.

1.0 BOOKS

- 1.1 Packard, Vance O. THE HIDDEN PERSUADERS. McKay, 1957. (Pocket)
- *1.2 Dudley, Nancy. LINDA GOES TO THE HOSPITAL. Coward McCann, 1953
- 1.3 MODERN DRUG ENCYCLOPEDIA AND THERAPEUTIC INDEX. Sloan and Pearce
- *1.4 Elting, Mary. THE FIRST BOOK OF NURSES. Watts
- *1.5 Thompson, Frances B. ABOUT DR. JOHN. Children's Press, 1959
- *1.6 Jubelier, Ruth. ABOUT JACK'S DENTAL CHECK-UP. Children's Press
- *1.7 Jubelier, Ruth. ABOUT JILL'S CHECK-UP. Children's Press
- *1.8 Lerner, Marguerite R. DOCTOR'S TOOLS. Lerner, 1960
- 1.9 Atkinson, Donald T. MAGIC, MYTH, AND MEDICINE. Fawcett, 1956 (p)
- 1.10 Cook, James. REMEDIES AND RACKETS. Norton, 1958
- *1.11 Cook, James. JOHNNY GOES TO THE HOSPITAL. Houghton
- 1.12 Deutsch, Ronald M. THE NUTS AMONG THE BERRIES. Ballantine Books
- 1.13 Dubos, Rene J. THE MIRAGE OF HEALTH. Doubleday, 1959
- 1.14 Editors of Consumer Reports. THE MEDICINE SHOW. Simon and Schuster
- 1.15 Gardiner, Martin. FADS AND FALLACIES IN THE NAME OF SCIENCE. Do
- 1.16 Haggard, Howard. DEVILS, DRUGS, AND DOCTORS. Affiliated Publish
- 1.17 Hemphill, Josephine. FRUITCAKE AND ARSENIC. Little, 1962 (histo
- 1.18 Pinckney, Edward R. HOW TO MAKE THE MOST OF YOUR DOCTOR AND MED
- 1.19 Smith, Ralph Lee. THE HEALTH HUSKSTERS. Crowell Company, 1960
- 1.20 Young, James H. THE TOADSTOOL MILLIONAIRES. Princeton Universit
- 1.21 Ottenberg, Miriam. THE FEDERAL INVESTIGATORS. Prentice-Hall, 19
- *1.22 Greene, Carla. DOCTORS AND NURSES: WHAT DO THEY DO? Harpers an
- 1.23 Schramm, Wilbur and others. TELEVISION IN THE LIVES OF OUR CHILD
- 1.24 Kiev, Ari, (Ed.) MAGIC, FAITH, AND HEALING. Free Press, 1964
- 1.25 Trump, Fred. BUYER BEWARE. Abingdon, 1965
- 1.26 Campbell, Hannah. WHY DID THEY NAME IT. Fleet Publishing, 1964
- *1.27 Elting, Mary. FIRST BOOK OF HOSPITALS. Watts
- 1.28 Zion, Gene. DEAR GARBAGE MAN. Harper, 1957
- 1.29 Berger, Knute and others. A VISIT TO THE DOCTOR. Grosset & Dun

CONSUMER HEALTH RESOURCES

(Preview all films; review all materials)

ch the elementary and secondary levels because very little is available on the students. The resources, therefore, are for the elementary teacher and hope-
ormation to relate to the level of understanding of his students. Where a
tudent reading or comprehension level, an * is placed before the reference.

THE HIDDEN PERSUADERS. McKay, 1957. (Pocket Books)
INDA GOES TO THE HOSPITAL. Coward McCann, 1953
LOPEDIA AND THERAPEUTIC INDEX. Sloan and Pearce
E FIRST BOOK OF NURSES. Watts
B. ABOUT DR. JOHN. Children's Press, 1959
ABOUT JACK'S DENTAL CHECK-UP. Children's Press
ABOUT JILL'S CHECK-UP. Children's Press
e R. DOCTOR'S TOOLS. Lerner, 1960
T. MAGIC, MYTH, AND MEDICINE. Fawcett, 1956 (paperback)
EDIES AND RACKETS. Norton, 1958
NNY GOES TO THE HOSPITAL. Houghton
. THE NUTS AMONG THE BERRIES. Ballantine Books, 1961 (paperback)
HE MIRAGE OF HEALTH. Doubleday, 1959
er Reports. THE MEDICINE SHOW. Simon and Schuster, 1961
FADS AND FALLACIES IN THE NAME OF SCIENCE. Dover, 1957 (paperback)
DEVILS, DRUGS, AND DOCTORS. Affiliated Publishers, 1959 (paperback)
ne. FRUITCAKE AND ARSENIC. Little, 1962 (history and stories of the F.D.A.)
R. HOW TO MAKE THE MOST OF YOUR DOCTOR AND MEDICINE. Fallett, 1964
THE HEALTH HUSKSTERS. Crowell Company, 1960
THE TOADSTOOL MILLIONAIRES. Princeton University Press, 1961
. THE FEDERAL INVESTIGATORS. Prentice-Hall, 1962, Chapter 10
DOCTORS AND NURSES: WHAT DO THEY DO? Harpers and Row, 1963
nd others. TELEVISION IN THE LIVES OF OUR CHILDREN. Stanford, 1961
MAGIC, FAITH, AND HEALING. Free Press, 1964
ER BEWARE. Abingdon, 1965
WHY DID THEY NAME IT. Fleet Publishing, 1964
RST BOOK OF HOSPITALS. Watts
GARBAGE MAN. Harper, 1957
others. A VISIT TO THE DOCTOR. Grosset & Dunlap, 1960

2.0 PUBLIC INQUIRIES BRANCH, PUBLIC HEALTH SERVICE, UNITED STATES DEPARTMENT OF
EDUCATION, AND WELFARE, WASHINGTON, D. C. 20201

- 2.1 Personal Health Expenses
- 2.2 The Cancer Quacks
- 2.3 Health Insurance Coverage, United States
- 2.5 General Regulations For Enforcement of the F.D. Drug and

FEDERAL FOOD AND DRUG ADMINISTRATION, SEATTLE DISTRICT,
AVENUE, SEATTLE, WASHINGTON 98104

- 2.7 Protect Your Family Against Poisoning
- 2.8 Cosmetics--Facts For Consumers
- 2.9 Labeling For Home Safety
- 2.10 Quackery Can Kill
- 2.11 Health Education and Medical Quackery
- 2.12 F.D.A., What It Is and Does
- 2.13 Drug Amendments of 1962, October 27, 1962
- 2.14 Enforcing the F.D.A. Act, 1964
- 2.15 Requirements of the U.S. Food, Drug, and Cosmetic Act (n
- 2.16 First Facts About Drugs
- 2.17 F.D.A. Report on Enforcement and Compliance
- 2.18 Your Money and Your Life
- 2.19 Drugs and Driving
- 2.20 Drug Side Effects
- 2.21 Read the Label
- 2.22 Dr. Quack's Clinic (color slides)
- 2.23 Safe New Drugs
- 2.24 Fake Medical Devices
- 2.25 Habit-Forming Drugs
- 2.26 Quackery As A Public Health Problem
- 2.27 The Government and the Consumer: Evolution of Food and D
Association but available through F.D.A.
- 2.29 F.D.A. Packet: Consumer Protection--Drugs or Cosmetics
- 2.30 F.D.A. Approval of New Drugs
- 2.31 Student Reference Sheet, Evolution in the F.D.C. Law Area
- 2.32 S.R.S., The Democratic Process of Rule-Making
- *2.33 Dennis the Menace Takes Poison
- 2.34 Law Behind the Label

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Clinic (color slides)
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Devices
g Drugs
A Public Health Problem
nt and the Consumer: Evolution of Food and Drug Laws, Published by American Historical
but available through F.D.A.
t: Consumer Protection--Drugs or Cosmetics
val of New Drugs
rence Sheet, Evolution in the F.D.C. Law Area
Democratic Process of Rule-Making
enace Takes Poison
he Label

CHIEF POSTAL INSPECTOR, UNITED STATES POST OFFICE DEPARTMENT, WASHINGTON, D. C. 20260

2.35 How the Postal Inspection Service Protects You Against Mail Fraud

3.0 FILMSTRIPS

- 3.1 Health Helpers, ERF
- 3.2 Dollars for Health, ILI
- 3.3 The Little Pink Bottle, NF
- 3.4 Checking Your Health, EBF
- 3.5 Community Helpers for Health, EGH

4.0 FILMS

- 4.2 A New World For Peter, Hanna
- 4.3 How To Catch A Cold, WSH
- 4.4 Your Friend the Doctor, Coronet
- 4.5 Your Doctor, McG
- 4.6 Choosing a Doctor, McG
- 4.7 Medicine Man, AMA
- 4.8 Misery Merchants, WSH
- 4.9 Helping Hands For Julie, WSH
- 4.10 Myth, Superstition and Science, IFB
- 4.11 Science and Superstition, Coronet
- 4.12 Are You Positive, WTA
- 4.13 Folks, Facts, and Pharmacy, LL
- 4.14 Quacks and Nostrums, McG
- 4.15 A Reason For Confidence, FDA
- 4.16 The Meanest Crime In, FDA
- 4.17 Target Quackery, ARF
- 4.18 A Life to Save, AMA
- 4.19 Propaganda Techniques, Coronet
- 4.20 Tommy the Lion, McG

AMERICAN OSTEOPATHIC ASSOCIATION, 212 EAST OHIO STREET, CHICAGO, ILLINOIS 60611

5.7 The Osteopathic Profession

AMERICAN DENTAL ASSOCIATION, 220 EAST SUPERIOR STREET, CHICAGO, ILLINOIS 60611

- 5.8 Eight Areas of Specialization in Dentistry
- 5.9 Dental Prepayment

AMERICAN RED CROSS (local chapter)

- 5.15 Men Against Disease

6.0 TODAY'S HEALTH

- 6.1 Dunlop, Richard. "Granny Had A Cure For Everything." May, 1963
- 6.2 Rosen, Harold. "Hypnosis: The Fad and the Facts." October, 1963
- 6.3 Wolters, Larry. "The TV Doctors." October, 1962
- 6.4 Smith, Ralph L. "Are You Wasting Your Money on 'Health Cosmetics'?" April, 1961
- 6.5 Dunlop, Richard. "Doctors Who Helped Win the West." September, 1964
- 6.6 Dunlop, Richard. "The Paleface: Medicine Man of the Frontier." March, 1964
- 6.7 Dunlop, Richard. "Quacktitioners in the Old West." November, 1964
- 6.8 Dunlop, Richard. "How To Spot a Quack."
- 6.9 Earle, Howard. "Iron Curtain of Superstition." April, 1961
- 6.10 Gamble, Frederic R. "The Importance of Honesty in Advertising." July, 1961
- 6.11 Kursh, Harry. "Mail Order Quack's Harvest: Dollars and Death." March, 1961
- 6.12 "Primitive Medicine: Magic, Miracle, and Myth." February, 1962
- 6.13 Balk, Alfred. "Your Headache--Facts and Fallacies." March, 1960
- 6.14 Cooley, Donald. "A Drug Is Born." September, 1963
- 6.15 Cooley, Donald. "How Some Drugs Get Their Names." April, 1961
- 6.16 Cooley, Donald. "Medicines of Tomorrow." Part I, November, 1963; Part II, December, 1963
- 6.17 Kaplan, Jack. "The Health Machine Menace: Therapy by Witchcraft." February, 1961
- 6.18 Ratcliffe, I. D. "America's Laxative Addicts." November, 1962
- 6.19 Smith, Ralph L. "The Strange World of Mechanical Quackery." November, 1964
- 6.20 Conley, Veronica L. "R.N.--Those Magic Initials." December, 1960
- 6.21 Donahue, Stephan. "What Is A Dermatologist?" September, 1962
- 6.22 Donahue, Stephan. "What Is An Internist?" April, 1963
- 6.23 Earle, Howard. "The Remarkable World of Dentistry." April, 1963
- 6.24 "How To Spot A Quack."
- 6.25 Orphan, Dennis. "A Doctor in the Making." October, 1961
- 6.26 Terry, Luther L. "What Is A Public Health Physician?" May, 1963
- 6.27 "What Is A Doctor?" April, 1960

- 6.28 Earle, Howard. "How To Save Money On Your Health Insurance." February, 1961
- 6.29 Allman, David B. "Are Medical Costs Too High?" September, 1964
- 6.30 Ward. "Four Horsemen of Quackery." January, 1965
- 6.31 Smith, Ralph Lee. "The Face Burners." June, 1966
- 6.32 Kaplan, Jack. "Doctor Abrams--Dean of Medical Quacks." April, 1966

AMERICAN JOURNAL OF NURSING

- 6.33 Karnofsky, David A. "Cancer Quackery." April, 1959

CONSUMER REPORTS

- 6.34 False Advertising and Products for the Overweight. November, 1959

7.0 AMERICAN HOSPITAL ASSOCIATION, 840 NORTH LAKESHORE DRIVE, CHICAGO, ILLINOIS 60611

- 7.1 Rates and Charges in Your Hospital
- 7.2 Do You Know Your Hospital?
- 7.3 Hospital Today

NATIONAL BETTER BUSINESS BUREAU, INC., 825 REPUBLIC BUILDING, SEATTLE, WASHINGTON 98101

- 7.4 Service Bulletin (recent court actions--health products and devices)
- 7.5 Facts You Should Know About Health Quackery

U.N.E.S.C.O., UNITED NATIONS BUILDING, NEW YORK, NEW YORK

- 7.6 Seven Hundred Science Experiments

PROPRIETARY ASSOCIATION, 1717 PENNSYLVANIA AVENUE, N.W., WASHINGTON, D. C. 20006

- 7.7 Your Home Medicine Chest (pamphlet)

- 8.0 ATTORNEY GENERAL'S OFFICE, TEMPLE OF JUSTICE, OLYMPIA, WASHINGTON
- 8.1 A Consumer Protection Handbook
- 9.0 PUBLIC AFFAIRS PAMPHLETS, 381 PARK AVENUE SOUTH, NEW YORK, NEW YORK
- 9.1 Science Versus Chiropractic
- 9.2 The Arthritis Hoax
- 9.3 A Consumer's Guide to Health Insurance Plans
- 9.4 The Blue Cross Story
- 9.5 Buyer, Be Wary
- 9.6 Your Family's Health
- 11.0 ARTHRITIS AND RHEUMATISM FOUNDATION, WESTERN WASHINGTON CHAPTER, 123 WEST HARVARD AVENUE, SEATTLE, WASHINGTON 98101
- 11.1 Walrad, Ruth. The Misrepresentation of Arthritis Drugs and Deception
- 11.2 AMERICAN CANCER ASSOCIATION, WASHINGTON DIVISION, 123 WEST HARVARD AVENUE, SEATTLE, WASHINGTON 98101
- I Have A Secret Cure for Cancer
- 11.3 METROPOLITAN LIFE INSURANCE COMPANY, HEALTH AND WELFARE DIVISION, 100 CALIFORNIA STREET, SAN FRANCISCO, CALIFORNIA 94120
- Profile of a Practicing Physician
- 11.4 WASHINGTON STATE HEART ASSOCIATION, 3121 ARCADE BUILDING, SEATTLE, WASHINGTON 98101
- How The Doctor Examines Your Heart

GENERAL'S OFFICE, TEMPLE OF JUSTICE, OLYMPIA, WASHINGTON 98501

Protection Handbook

AIRS PAMPHLETS, 381 PARK AVENUE SOUTH, NEW YORK, NEW YORK 10016

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CANCER ASSOCIATION, WASHINGTON DIVISION, 123 WEST HARRISON AVENUE, SEATTLE, WASHINGTON 98119

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AN LIFE INSURANCE COMPANY, HEALTH AND WELFARE DIVISION, 600 STOCKTON STREET, SAN
CALIFORNIA 94120

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ctor Examines Your Heart

D E N T A L H E A L T H

Overview

Good dental habit formation starts early in a child's life. Junior and senior high material is based on the assumption that a sound foundation was developed in the elementary years; however, if students have not had this opportunity, elementary concepts and their development will need to be adapted to the older age group.

The American Dental Health Association produces a catalogue which is available to teachers; this catalogue is constantly being revised and reference to a current issue is advisable when sending for materials. A.D.A.'s Dental Health Facts (8.6) is an excellent summary of information. Current periodicals include articles on dental health and these articles add interesting and up-to-date information.

COMPETENCIES

- Competency I: Students appreciate growth and function of dental structures.
- Competency II: Students know and use information concerning causes, prevention, and correction of dental disorders.
- Competency III: Students accept responsibility for meeting community dental needs.
- Competency IV: Students develop discrimination as a consumer of dental information, products and services.

COMPETENCY 1: Appreciate growth and function of dental structures.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
Teeth have many uses.	Discuss use of teeth for eating, speech and appearance. Try eating an apple without using teeth.	
Kinds and numbers of teeth vary with age.	Make a bulletin board display illustrating types of teeth and their functions. (cut, tear, crush, grind) Count your own teeth using a mirror and also identify six year molar.	1.1 1.3 3.1 8.6
Teeth have structure.	Construct a mural showing animals, their teeth and their particular food--cats, meat; cows, grasses and grains; squirrels, nuts. Discuss and draw pictures showing tooth form and inner structure (cross-section). Save and observe primary teeth as lost by class members.	1.9 4.2 4.3 8.8 1.10

COMPETENCY II: Know and use information concerning causes, prevention and correction of dental disorders.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
Daily care promotes dental health.	<p>Demonstrate with large set of teeth and toothbrush the proper way to brush teeth.</p> <p>Show film demonstrating proper methods of brushing teeth.</p> <p>Demonstrate ways of cleaning teeth when a brush isn't available (swish and swallow, etc.).</p> <p>Bring toothbrushes for class participation in brush demonstration. (May be brought from home in sealed envelopes.)</p> <p>Keep daily brushing record.</p> <p>Draw pictures of a good toothbrush and compose an accompanying chart story for its proper maintenance.</p>	<p>3.4 8.13</p> <p>4.1</p> <p>8.1 8.22</p> <p>5.1 7.1 8.5 8.12</p> <p>8.10</p> <p>8.2 8.11 8.3</p>
Foods affect teeth.	<p>Plan a snack party selecting best foods for teeth.</p> <p>Role play the villain sugar or candy attacking a good tooth (pearl). The hero in the form of good food comes to the aid of the tooth. (Toothbrush brigade would involve whole class.) (Use TV characters if preferred.)</p>	<p>8.11 8.14 8.4 8.6</p>

COMPETENCY III: Accept responsibility for meeting community dental needs.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Community resources provide help for dental care.</p>	<p>Interview school nurse to ask where dental help may be obtained for dental care.</p> <p>Develop a bulletin board display of a tooth with lines going to various persons, agencies, etc. who help with dental health. Include child, parents, dentist, public health clinics, etc.</p> <p>(See Community Health Unit)</p>	

COMPETENCY IV: Discriminate as a consumer of dental information, products and services.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
Advertising affects choices of dental products.	<p>Bring and discuss dental products advertised in magazines and newspapers. Discuss dental ads heard on TV. (Teacher: point out it takes more than just tooth paste, for instance, for decay free teeth.)</p> <p>Write letters to parents "advertising" school's dental health program.</p> <p>(See Consumer Health Unit)</p>	8.12

1: Appreciate growth and function of dental structures.

mediate)	SAMPLE LEARNING EXPERIENCES	RESOURCES
ute to general	<p>Discuss why we need teeth. (smile, appearance, chewing, etc.)</p> <p>Write illustrated story of things you could eat and how you would look without teeth.</p> <p>Practice sounding letters of the alphabet, C F S T to show the need for teeth in speaking. (use tape recorder)</p>	<p>8.6 1.3 3.1 5.2 8.2 8.19</p>
bers of teeth	<p>Display and discuss charts depicting time of eruption of permanent teeth.</p> <p>Prepare individual charts illustrating "How far along in tooth development am I?"</p> <p>Carve models of teeth from soap, name them and report on their use.</p>	<p>7.2 8.7 1.3 4.12 4.13</p>
the teeth have oses.	<p>Borrow x-ray photographs from a local dentist to study tooth structure.</p> <p>Diagram a tooth, showing and labeling each part and naming its function.</p>	<p>4.13 12.1 8.18 5.2</p>

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inform

Know and use information concerning causes, prevention and correction of dental disorders.

ate)	SAMPLE LEARNING EXPERIENCES	RESOURCES
are pro- h.	<p>Observe one's own teeth in a mirror to determine how clean they are. Observe any debris by removing some with toothpick and observing under microscope.</p> <p>Diagram teeth showing progress of decay. Obtain decayed extracted teeth from a dentist and display.</p> <p>Perform disclosing tablet test to demonstrate effectiveness of toothbrushing.</p> <p>Make up dental check sheet showing elements of personal care, i.e., when I brush, how I brush, etc.</p>	<p>1.3 5.2</p> <p>4.4 4.5 4.9</p> <p>8.13 12.3</p> <p>8.5</p>
o dental	<p>Survey lunchroom menus for a week; record foods containing nutrients for dental health and foods that are nature's "toothbrushes."</p> <p>Select some common foods, then figure and chart sugar content; plan substitutes showing sugar content of substitutes.</p> <p>Demonstrate relative value of brushing, swishing or chewing raw vegetables. Six students eat chocolate cookies; then one brushes with water, one swishes and swallows, one eats apple, one eats carrot, one eats celery, one does nothing. Compare residue left on teeth.</p> <p>Cut marshmallows and apples with knife to demonstrate differences as to how food sticks.</p>	<p>7.3 7.4 7.5</p> <p>8.15 8.16</p> <p>4.8 4.9 8.22</p>

COMPETENCY III: Accept responsibility for meeting community dental

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
<p>Community resources provide help for dental care.</p>	<p>Write group letter to State Health Department for information about fluorides.</p> <p>Survey class as to who is receiving dental care and individual reports on how and why.</p> <p>Have students collect materials on fluoride in water supply. Organize a panel discussion on both the pro and con arguments of fluoridation.</p> <p>Compute dentist-patient ratio in your community.</p>

pt responsibility for meeting community dental needs.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
provide	<p>Write group letter to State Health Department requesting information about fluorides.</p> <p>Survey class as to who is receiving fluorides. Have individual reports on how and why.</p> <p>Have students collect materials on fluoridation of the water supply. Organize a panel discussion which brings out both the pro and con arguments of fluoridation.</p> <p>Compute dentist-patient ratio in your town.</p>	<p>5.4 8.12 4.10 8.6 9.1</p>

COMPETENCY IV: Discriminate as a consumer of dental information, products, and services.

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
<p>Dental neglect is expensive for the individual.</p>	<p>Have a few students interview dentists to establish their own dental fees (for equipment, complexity, etc.)</p> <p>Have some students interview dentists to compare fees for regular dental work and emergency work.</p>
	<p>Establish dental costs for one year for a family of two students--find highest cost and lowest cost. Explore the factors which may cause differences (length of time between dental visits, complexity of services, clarity of supervision by dentists since no insurance, etc.)</p>
	<p>Compare cost of regular vs irregular dental work.</p> <p>Estimate the saving to the family if fluoride treatment prevented 60% of all dental decay.</p>
<p>There are many factors which influence choices of products and services.</p>	<p>Bring in toothpaste advertising, compare prices.</p> <p>Originate scientifically correct commercial advertising.</p>
	<p>Discover qualifications of dental personnel and their training.</p>

: Discriminate as a consumer of dental information, products and services.

mediate)	SAMPLE LEARNING EXPERIENCES	RESOURCES
s expensive al.	<p>Have a few students interview dentists to ask how dentists establish their own dental fees (time, skills, equipment, complexity, etc.)</p> <p>Have some students interview dentists to ask about differences in fees for regular dental work and specialized work.</p> <p>Establish dental costs for one year for restorative dentistry of two students--find highest cost and lowest cost. Explore the factors which may contribute to these differences (length of time between dental visits; regularity of supervision by dentists since early childhood; complexity of services performed).</p> <p>Compare cost of regular vs irregular dental care.</p> <p>Estimate the saving to the family if fluoridation prevented 60% of all dental decay.</p>	8.6
actors which s of products	<p>Bring in toothpaste advertising, compare and evaluate.</p> <p>Originate scientifically correct commercials.</p> <p>Discover qualifications of dental personnel and cost of training.</p>	8.17

DENTAL HEALTH RESOURCES

(Review all materials; Preview all films)

1.0 BOOKS

- 1.1 HOW MANY TEETH. Crowell, 1962
- 1.2 Schloat Jr., Warren. YOUR WONDERFUL TEETH. Scribners, 1954
- 1.3 TEETH, HEALTH AND APPEARANCE. American Dental Association, latest edition
- 1.6 Garn, Bernard J. A VISIT TO THE DENTIST. Grosset and Dunlap
- 1.7 Jubelier, Ruth. ABOUT JACK'S DENTAL CHECK-UP. Melmont, 1959
- 1.8 DENTIST'S TOOLS. Medical Books for Children
- 1.9 Mason, George. ANIMAL TEETH. Morrow, 1965
- 1.10 Showers, Paul. HOW MANY TEETH. Crowell, 1962

3.0 FILMSTRIPS

- 3.1 Cutters, Tearers, Crushers and Grinders, ADA
- 3.2 Let's Visit the Dentist, WSH
- 3.4 Your Teeth and Their Care, ADA

4.0 FILMS

- 4.1 *Learning to Brush, WSH
- 4.2 *What Do We Know About Teeth, WSH
- 4.3 Billy Meets Tommy Tooth, ADA
- 4.4 *What Do We Know About Teeth, WSH
- 4.5 *Tommy's Healthy Teeth, WSH
- 4.6 *Case of the Missing Tooth, WSH
- 4.7 *A Dentist in the Classroom, WSH
- 4.8 *Diet Did It, WSH
- 4.9 *Project Teeth: Dental Health and Classroom Science, WSH
- 4.10 *Why Fluoridation? WSH
- 4.11 *Teeth and Consequences, WSH

- 4.12 *Gateway to Health, WSH
 - 4.13 *Teeth--Their Structure and Care, WSH
 - 4.14 *The Beaver's Tale
- *Produced by American Dental Association

5.0 AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL. EDUCATION, AND
WASHINGTON, D. C. 20036

- 5.2 Teaching Dental Health (teacher reference)

AMERICAN DENTAL ASSOCIATION, 211 EAST CHICAGO AVENUE, CH

- 5.1 Toothbrushing Kit
- 5.3 Chairside Instructor
- 5.4 Dental Health Leaflets

6.0 PARENT'S MAGAZINE

- 6.1 If Your Child Knocks Out a Tooth. February, 1966 (teacher reference)

TODAY'S HEALTH

- 6.2 Jackson, J. and Jackson, E. "Dentistry 100 Years Ago: Cr
(teacher reference)

7.0 WASHINGTON DAIRY COUNCIL, 2366 EASTLAKE AVENUE EAST, ROOM

- 7.1 How We Take Care of Our Teeth
- 7.2 Permanent Teeth Chart
- 7.3 Food and Care for Dental Health
- 7.4 Snacks

o Health, WSH
eir Structure and Care, WSH
r's Tale
by American Dental Association

SOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION, 1201 16th STREET, N. W.,
D. C. 20036

ental Health (teacher reference)

DENTAL ASSOCIATION, 211 EAST CHICAGO AVENUE, CHICAGO, ILLINOIS 60611

ng Kit
nstructor
th Leaflets

GAZINE

ld Knocks Out a Tooth. February, 1966 (teacher reference)

LTH

and Jackson, E. "Dentistry 100 Years Ago: Crude, Quaint, and Painful". March, 1965
ference)

DAIRY COUNCIL, 2366 EASTLAKE AVENUE EAST, ROOM 206 ARIES BUILDING, SEATTLE, WASHINGTON

Care of Our Teeth
eeth Chart
re for Dental Health

MISCELLANEOUS

7.5 You Can Control Dental Decay. Dr. R.F. Krejci, Arbor State Pri

8.0 WASHINGTON STATE DEPARTMENT OF HEALTH, DENTAL HEALTH SECTION, PU
OLYMPIA, WASHINGTON 98501

- 8.1 *If You Can't Brush
- 8.2 *Your Guide to Oral Health (Teacher Material)
- 8.3 *Dental Health Teaching Outline (Teacher Material, grades 1, 2, a
- 8.4 *Diet and Dental Health (Teacher Pamphlet)
- 8.5 *Toothbrushing (Pictorial student guide available in quantity)
- 8.6 *Dental Health Facts for Teachers
- 8.7 *Development of the Human Dentition (Chart)
- 8.8 *Enamel Fissure Decay (illustrated chart)
- 8.10 My Clean Teeth (individual pupil chart for keeping track of too
- 8.11 *Elementary School Posters (Set of four available for teacher)
- 8.13 *You Can Teach Toothbrushing (Pamphlet available in quantity acco
- 8.14 You Can Prevent Tooth Decay (Teacher pamphlet includes decay for
- 8.15 *Carbohydrate Evaluation
- 8.16 *Fun Foods For Snack Time
- 8.17 *Your Physician and Dentist! (student use)
- 8.18 *X-Rays and Your Teeth
- 8.19 *Your Child's Teeth
- 8.20 *Your Teeth Can Be Saved
- 8.21 *Orthodontics
- 8.22 *Swish and Swallow (poster)

*Published by American Dental Association

9.0 PUBLIC AFFAIRS PAMPHLET, 381 PARK AVENUE SOUTH, NEW YORK, NEW YO

9.1 Water Fluoridation: Facts, Not Myths

12.0 PROCTOR AND GAMBLE PROFESSIONAL SERVICE, P. O. BOX 171, CINCINNA

12.2 Posters

12.3 Tablet Test Materials

Control Dental Decay. Dr. R.F. Krejci, Arbor State Printers, Wymore, Nebraska

STATE DEPARTMENT OF HEALTH, DENTAL HEALTH SECTION, PUBLIC HEALTH BUILDING,
WASHINGTON 98501

Brush
Oral Health (Teacher Material)
Teaching Outline (Teacher Material, grades 1, 2, and 3)
Oral Health (Teacher Pamphlet)
(Pictorial student guide available in quantity)
Facts for Teachers
of the Human Dentition (Chart)
Tooth Decay (illustrated chart)
Chart (individual pupil chart for keeping track of toothbrushing - available in quantity)
School Posters (Set of four available for teacher)
Toothbrushing (Pamphlet available in quantity accompanying film "Learning to Brush")
Prevent Tooth Decay (Teacher pamphlet includes decay formula)
Evaluation
Snack Time
Dentist and I! (student use)
Our Teeth
Teeth
Teeth Can Be Saved
Follow (poster)

American Dental Association

THIS PAMPHLET, 381 PARK AVENUE SOUTH, NEW YORK, NEW YORK 10016

Information: Facts, Not Myths

AMBLE PROFESSIONAL SERVICE, P. O. BOX 171, CINCINNATI, OHIO 45201

Materials

CHURCH AND DWIGHT CO., INC., 70 PINE STREET, NEW YORK 5, NEW YORK

12.1 Little Red Sky (Pupil Booklet)

D I S E A S E C O N T R O L

Overview

The study of disease should not be so much with specific diseases as with an understanding of the multiple factors which enter into whether or not a disease may develop. One's resistance, the number of invading organisms, pre-disposition, contribution factors, or combinations of these factors all enter into this determination.

Selection of diseases to study arises from the needs of the times, the age levels involved and the interests of the students. For instance some specific diseases particularly prevalent to a certain group such as venereal diseases among teen-agers, necessitates special attention. Colds are studied not so much in the hope of preventing them because we have no sure prevention, but because we need to evaluate the parade of "cold remedies" advertised and we need to understand that colds may be forerunners of other diseases. Hepatitis is another disease often ignored and yet its incidence continues to increase. Cancer, cardiovascular, and respiratory infections are leading causes of death and disability and therefore must be a part of a curriculum. Supplementary units have been prepared in these to show how detailing some diseases might take place.

Can we fail to study about the struggle to overcome diabetes, polio, tuberculosis, even though these have been relegated to a lower level of concern of causes of death and disability in our country? The historical study of these can develop appreciation of the work of dedicated men and women, and in addition, give valuable understanding for further prevention here and helpful aid and understanding for prevention in other countries.

And what of the diseases (or are they conditions) that are still mysteries to us. Shall we ignore the study of these-- muscular dystrophy, multiple sclerosis, etc.

Evaluation of literature flooding us on "well-being" must be appraised and selection from what science knows as of now to prevent long term disability is a goal of studying about diseases. Alleviation of fear of disease from ignorance about prevention and control of diseases-- is another outcome of this unit.

Memorization of incubation periods is not an important exercise for student learning; the concept of the incubation period is. Dates of important developments in disease control need not be recalled but appreciation of the efforts and results should be developed.

Voluntary agencies have exceptional and pertinent materials for this unit.

COMPETENCIES

- Competency I: Students appreciate the historical aspects of prevention and control of disease.
- Competency II: Students understand the possible causes and effects of disease.
- Competency III: Students assume responsibility for prevention and control of disease within themselves and others.
- Competency IV: Students support programs organized to control disease locally, nationally, and internationally.

COMPETENCY 1: Appreciate the historical aspects of prevention and control.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Inquisitive minds seek ways to help maintain health.</p>	<p>Role play Demons versus Germs in causes of disease. (Discuss that children once believed in evil spirits, demons, and night air as causes of disease.)</p> <p>Discuss how you might have felt and what might have happened if you lived before the time we had doctors and you became ill.</p> <p>Draw pictures illustrating medicine men.</p>	<p>1.1 1.5 1.6 1.29 4.17 4.22</p>

COMPETENCY 11: Understand possible causes and effects of disease.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
Germs may cause disease.	Discuss how colds are "caught". Demonstrate with atomizer how sneezing and coughing spreads germs. (Use agar plates or slants.) Use microscope to magnify dirt particles, dirt under fingernails. (Stress that cleanliness may prevent spread of germs.)	1.8 1.23 1.24 1.25 3.1 4.18 4.19 4.20
Diseases may be spread from person to person.	Dramatize by "passing-ball-game" how measles, mumps, chicken pox, flu, and colds are communicable (ball represents a disease) and in due time all may be exposed but only some will become ill. Draw pictures illustrating ways germs travel (through milk, water, on flies, ticks, fleas, rodents, by droplets, by touch).	2.1 2.2 2.3 2.4 2.5 2.6 4.18
Illness makes us feel different.	Discuss why you act the way you do when you are ill. Play role incidents such as: "When Johnny came down with measles." Discuss how you feel when getting well. (fatigue, weak, left out)	
Communication is necessary when we are ill.	Discuss why it is important to tell adults when you are ill. (See Consumer Health Unit)	

ume responsibility for prevention and control of disease within themselves and others.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
1p	<p>Make charts showing clothing for different types of play and weather.</p> <p>Invite nurse to tell how cuts and scratches invite germs and how to cleanse and take care of wounds. Discuss why tetanus immunization is important.</p> <p>Draw pictures of "Only Mine" (toothbrush, drinking glass, comb, brush, handkerchief) and discuss why we use only our own materials.</p> <p>Prepare bulletin board of all health habits which help us stay healthy (rest, food, vaccinations, medical examination, etc.)</p> <p>Prepare bulletin board showing a child ill with disease; show helpers (doctor and mother) and good care; then in another section show opposite.</p> <p>Make drawings of the things one can do to help get well.</p> <p>Relate what happened when they had measles, mumps, etc.</p> <p>Teacher: Discuss need to care for oneself if one has a cold, measles, etc. as complications can cause more severe illness (pneumonia), hearing loss (ear infections), etc.</p>	<p>1.4 1.17 2.5 4.9 4.21 4.23 4.24 4.26 4.29</p>
elves, ns from		

Support programs organized to control disease, locally, nationally, and internationally.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
can affect	<p>Investigate Jenner story.</p> <p>Use microscope for mosquito observation. Dramatize travels of Mrs. Mosquito. (female is the biter)</p> <p>(See Community Health Unit)</p>	<p>1.6 4.17 4.22</p>
ers for	<p>Visit school nurse to find out how she helps to keep us healthy. Write thank-you letters to school nurse for her part in this effort.</p> <p>Discuss how the physician and doctor are friends and why hospitals are needed. Pantomime some things a doctor does when he is taking care of you.</p> <p>(See Consumer Health and Community Health Units)</p>	
ers and althy.	<p>Play "We are ready for disease germs". (use diseases with which they may be familiar: pink eye, ringworm, impetigo. Develop skits showing ways these diseases can be prevented.)</p> <p>Discuss the vaccinations each student has had.</p>	<p>11.19</p>

COMPETENCY 1: Appreciate historical aspects of disease prevention and control

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
<p>Health heroes' efforts help us stay healthy.</p> <p>We are healthier now than ever before.</p>	<p>Make committee reports on health heroes (Jenner, Pasteur, Koch, Salk)</p> <p>Make posters illustrating great discoveries of individuals.</p> <p>Discuss polio statistics.</p> <p>Bring in pictures and articles from newspapers and magazines on recent progress related to health.</p> <p>Develop bulletin board display of old time remedies, instruments, and machines.</p> <p>(See Consumer Health and Community Health)</p>

eciate historical aspects of disease prevention and control.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
	Make committee reports on health heroes. (Walter Reed, Jenner, Pasteur, Koch, Salk)	1.5 1.14 1.6 1.15 1.9 1.20
	Make posters illustrating great discoveries by individuals.	1.10 1.22 1.11 1.29 1.12 3.3 1.13 4.1
an	Discuss polio statistics.	
	Bring in pictures and articles from newspapers and magazines on recent progress related to health events.	
	Develop bulletin board display of old time and modern remedies, instruments, and machines.	
	(See Consumer Health and Community Health Units)	

COMPETENCY 11: Understand possible causes and effects of disease.

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES	RESOURCES
There are many kinds of organisms.	<p>Develop vocabulary such as virus, bacteria, protozoa.</p> <p>Draw various types of organisms.</p> <p>Grow organisms on petri dishes.</p> <p>Show types of bacterial growth under microscope or micro-projector.</p>	<p>1.3</p> <p>1.7</p> <p>1.16</p> <p>1.21</p> <p>1.26</p> <p>1.32</p> <p>4.7</p>
Some of these organisms cause disease.	<p>Develop a class chart on the various diseases: colds, flu, chicken pox, etc.</p> <p>After viewing film: "What is a Disease?" discuss just what disease is.</p> <p>Investigate and discuss childhood diseases students have had or diseases for which they have been vaccinated.</p> <p>Develop graph to show how many have had which diseases.</p>	<p>2.1</p> <p>2.2</p> <p>2.3</p> <p>2.4</p> <p>2.5</p> <p>2.6</p> <p>4.14</p> <p>11.19</p> <p>13.1</p>

COMPETENCY III: Assume responsibility for prevention and control of di

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
Our bodies help us fight disease.	<p>Draw posters showing how the various type cells fight microbes.</p> <p>Discuss protective functions of skin.</p> <p>View parts of blood through microscope (or projector) and discuss how each part acts in defense.</p> <p>Make a felt board with microbes attacking and illustrate the various body defenses fend off attackers.</p>
Our bodies have help in fighting disease.	<p>Perform experiment to show inhibition of bacteria (Use petri dishes with agar and antibiotic discs) Discuss discovery of and value of antibiotics.</p> <p>(Review health habits that help prevent disease.)</p>
We can help prevent the spread of disease.	<p>Develop a list through classroom discussion of possible ways to prevent spread of diseases. student select one way and draw a poster illustrating idea. (covering sneeze, physical examination, disinfecting diseases in restaurant articles, etc.)</p> <p>(See Anatomy and Physiology Unit)</p>

Assume responsibility for prevention and control of disease within themselves and others.

ate)	SAMPLE LEARNING EXPERIENCES	RESOURCES
s fight	<p>Draw posters showing how the various types of white cells fight microbes.</p> <p>Discuss protective functions of skin.</p> <p>View parts of blood through microscope (or opaque projector) and discuss how each part acts as a body defense.</p> <p>Make a felt board with microbes attacking the body and illustrate the various body defenses fending off the attackers.</p>	<p>1.2 1.4 1.6 1.12 1.17 1.18 1.19 1.28 1.29 1.30 1.31 3.2 4.3 4.4</p>
elp in	<p>Perform experiment to show inhibition of bacterial growth. (Use petri dishes with agar and antibiotic sensitivity discs) Discuss discovery of and value of antibiotics.</p> <p>(Review health habits that help prevent disease.)</p>	<p>4.5 4.6 4.7 4.10 4.15 4.16 4.27</p>
nt the	<p>Develop a list through classroom discussion of all possible ways to prevent spread of diseases. Each student select one way and draw a poster depicting this idea. (covering sneeze, physical examination, vaccination, disinfecting diseases in restaurants, own personal articles, etc.)</p> <p>(See Anatomy and Physiology Unit)</p>	<p>5.2 11.13 11.38 13.3</p>

SUPPLEMENTARY DISEASE UNIT

CANCER

COMPETENCY II: Understand possible causes and effects of disease.

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES.	RESOURCE
Some cells grow abnormally.	Discuss invasion of weeds which overgrow a growth of abnormal cells which destroy normal tissue.	1.1
		1.2
		1.34
	Gather samples of unusual growth in plants and animals (galls, burls, knots, warts) and relate to abnormal growth of cells.	1.35
		1.37
		3.11
		11.1
		11.2
Cancer is a concern to everyone.	Make simple paper doll cutouts illustrating that one in four persons will be concerned with cancer.	11.3
		11.4
	Discuss cancer patients the students have known themselves. Ask students to question family about cancer patients known personally so they can report to class the type of cancer these patients had; then (according to students' reports) list the site, age.	
	(See Anatomy and Physiology Unit)	

COMPETENCY III: Assume responsibility for prevention and control

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
Some things we do may encourage undesirable changes in normal cell growth.	Illustrate or discuss relationship of smoking and lung cancer. List and discuss health habits (related to cancer). (See Smoking and Health Unit)
Most cancers can be cured.	Discuss how annual check-ups and special tests can help detect early cancer and the importance of health habits. Chart number of cures and people now living.

11: Assume responsibility for prevention and control of disease within themselves and others.

mediate)	SAMPLE LEARNING EXPERIENCES	RESOURCES
do may irable changes growth.	<p>Illustrate or discuss relationship of cigarette smoking and lung cancer.</p> <p>List and discuss health habits (relationship of smoking to cancer).</p> <p>(See Smoking and Health Unit)</p>	<p>3.5</p> <p>3.6</p> <p>4.26</p> <p>11.4</p> <p>11.5</p> <p>11.20</p>
n be cured.	<p>Discuss how annual check-ups and special examinations can help detect early cancer and therefore are good health habits. Chart number of cured cancer patients now living.</p>	

COMPETENCY IV: Support programs organized to control disease

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
Organizations alert us on how to protect ourselves against cancer, a major health problem.	<p>Develop a bulletin board to show Cancer Society.</p> <p>Discuss the origin of the symbol Cancer Society.</p> <p>Develop posters or a bulletin board that organizations and people help treating a patient, an adult arrange check-up, a scientist doing research a film and distributing literature over the telephone.)</p> <p>(See Community Health Unit)</p>

support programs organized to control disease locally, nationally, and internationally.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
us on lves jor	<p>Develop a bulletin board to show purposes of the American Cancer Society.</p> <p>Discuss the origin of the symbol used by the American Cancer Society.</p> <p>Develop posters or a bulletin board to show various ways that organizations and people help fight cancer. (doctor treating a patient, an adult arranging for an annual check-up, a scientist doing research, a volunteer showing a film and distributing literature, two women talking over the telephone.)</p> <p>(See Community Health Unit)</p>	<p>11.2</p> <p>11.3</p> <p>11.4</p>

SUPPLEMENTARY UNIT

RESPIRATORY DISEASES

COMPETENCY II: Understand possible causes and effects of disease.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
Our respiratory system is important to us.	<p>Run for one minute to show increased breathing rate. Discuss why we breathe faster. Stand with good posture and see if it is easier to breathe after running.</p> <p>Squirt atomizer fluid through tube of carpeting with loops which represent nasal cilia and then through a paper tube. Relate this to mucous membrane's ability to remove foreign materials.</p> <p>Compose poems concerning the function of nose, mouth, and lungs.</p> <p>Practice proper use of disposal tissues, or handkerchiefs when blowing nose.</p> <p>(See Anatomy and Physiology Unit)</p>	<p>1.33 1.34 1.35 1.36 1.37 1.39 11.35</p>
Our respiratory system can get into trouble.	<p>Discuss why nose runs and fills up when germs enter and increase.</p> <p>View "Joan Avoids A Cold" then develop through class discussion a big chart of rules for prevention of colds.</p> <p>Demonstrate in a skit the ways cold germs may be taken into the body (trading bites of food, being near someone who coughs, handling objects handled by a person who has a cold and putting the fingers in mouth).</p>	<p>4.19 11.31</p>

COMPETENCY III: Assume responsibility for prevention and control of d

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES
<p>Good health habits may help keep us from contacting respiratory illnesses.</p>	<p>Draw posters of each health habit which r us well. (Or use Animal or Indian poster Washington TB Association for discussion</p> <p>Make a list of good health habits. Under the ones that help prevent germs from tra our noses.</p> <p>Demonstrate with atomizer how sneezing a spread germs. Discuss how to prevent th germs.</p> <p>Discover presence of germs in a cough. P gelatin in two petri dishes with glass co (Sterilize dishes and lids; gelatin: 1/2 1-3/4 cup of water) Cover one dish, coug and then cover. Put in dark, warm place for a week. Discuss experiment.</p> <p>(See Community Health and Consumer Hea</p>

Assume responsibility for prevention and control of disease within themselves and others.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
may help cting ses.	<p>Draw posters of each health habit which may help keep us well. (Or use Animal or Indian posters from Washington TB Association for discussion.)</p> <p>Make a list of good health habits. Underline or circle the ones that help prevent germs from traveling into our noses.</p> <p>Demonstrate with atomizer how sneezing and coughing spread germs. Discuss how to prevent this spread of germs.</p> <p>Discover presence of germs in a cough. Put plain gelatin in two petri dishes with glass covers. (Sterilize dishes and lids; gelatin: 1/2 ounce in 1-3/4 cup of water) Cover one dish, cough in other and then cover. Put in dark, warm place and observe for a week. Discuss experiment.</p> <p>(See Community Health and Consumer Health Units)</p>	<p>3.7 4.29 11.21 11.25 11.26</p>

COMPETENCY IV: Support programs organized to control disease locally, na

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES
<p>Others help keep our respiratory system healthy.</p>	<p>Utilize tuberculin testing program to unders by:</p> <ol style="list-style-type: none"> (1) Drawing pictures of the lungs with Mr. trying to get in. (2) Writing the nurse and asking her to ta tuberculin testing and tuberculosis. (3) Drawing posters to show what the tubere test shows. <p>Create a mural of the total story of tubercu ing: (nurse, doctor, checking test, etc.)</p> <p>Draw designs for Christmas Seals (after teac of story of first seal campaign)</p>

programs organized to control disease locally, nationally, and internationally.

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Utilize tuberculin testing program to understand TB by:</p> <ul style="list-style-type: none">(1) Drawing pictures of the lungs with Mr. TB germs trying to get in.(2) Writing the nurse and asking her to talk about tuberculin testing and tuberculosis.(3) Drawing posters to show what the tuberculin test shows. <p>Create a mural of the total story of tuberculin testing: (nurse, doctor, checking test, etc.)</p> <p>Draw designs for Christmas Seals (after teacher tells of story of first seal campaign)</p>	<p>3.10 11.21 11.24 11.27 11.28 11.31 11.37</p>

COMPETENCY 11: Understand possible causes and effects of disease.

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
<p>Irritation and damage to the respiratory system impairs its functioning.</p>	<p>Divide class into groups. Have each d line of a human. Construct parts of t system and place on human outline. Ea as many factors as possible which migh the respiratory system. Draw a design factor and with string leading to resp dicate which part may be affected.</p> <p>Construct a mobile of the parts of the system. Discuss how each part keeps u</p> <p>List on board from class discussion di respiratory system they have experienc their reaction to each symptom or dise</p> <p>Draw examples and make bulletin board by doctor to examine the respiratory s not healthy. (fluoroscope, x-ray, ste</p> <p>(See Anatomy and Physiology Unit and Health Unit)</p>

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and possible causes and effects of disease.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
ne	<p>Divide class into groups. Have each develop a large outline of a human. Construct parts of the respiratory system and place on human outline. Each group determines as many factors as possible which might adversely affect the respiratory system. Draw a design or label each factor and with string leading to respiratory system indicate which part may be affected.</p> <p>Construct a mobile of the parts of the respiratory system. Discuss how each part keeps us healthy.</p> <p>List on board from class discussion diseases of respiratory system they have experienced. Discuss what their reaction to each symptom or disease was.</p> <p>Draw examples and make bulletin board of instruments used by doctor to examine the respiratory system when it is not healthy. (fluoroscope, x-ray, stethoscope)</p> <p>(See Anatomy and Physiology Unit and Smoking and Health Unit)</p>	<p>1.33 1.34 1.35 1.36 1.37 2.3 2.6 5.1 11.29 11.32 11.33 11.34</p>

COMPETENCY III: Assume responsibility for prevention and control

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
<p>We can help our bodies fight respiratory diseases.</p>	<p>Discuss the principle of resistance in the respiratory system.</p> <p>Develop interview questions to be asked of parents and friends concerning ways to build resistance to respiratory diseases and evaluate the results of the interview.</p> <p>Develop a chart of symptoms and the appropriate play actions to be taken when symptoms of respiratory diseases appear.</p> <p>Write stories on "How I Can Help Prevent Respiratory Diseases".</p> <p>Show filmstrip, "Keeping Well and the pamphlet "Ways to Keep Well and Healthy".</p>

ume responsibility for prevention and control of diseases within themselves and others.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
s eases.	<p>Discuss the principle of resistance as it affects the respiratory system.</p> <p>Develop interview questions to be asked by students of parents and friends concerning what people believe helps build resistance to respiratory diseases. Share and evaluate the results of the interviews.</p> <p>Develop a chart of symptoms of respiratory diseases. Role play actions to be taken when symptoms of respiratory diseases appear.</p> <p>Write stories on "How I Can Help Prevent Respiratory Diseases".</p> <p>Show filmstrip, "Keeping Well and Happy". Correlate with the pamphlet "Ways to Keep Well and Happy".</p>	<p>3.7 3.8 3.9 4.4 4.6 4.16 5.2 11.20 11.21 11.29 11.30 11.36</p>

COMPETENCY IV: Support programs organized to control disease loc

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
<p>Individuals and groups in our community and world help us prevent respiratory problems.</p>	<p>List through class discussion organize solve respiratory disease problems. for city, county, state, nation, and into groups to write various organizing posters and pamphlets on respiratory Have committees report orally to class</p> <p>Show ways in which an individual can control respiratory diseases. Communicate through charts. Discuss "The Long</p>

Support programs organized to control disease locally, nationally, and internationally.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>ps in ld ratory</p>	<p>List through class discussion organizations working to solve respiratory disease problems. Make separate lists for city, county, state, nation, and world. Divide class into groups to write various organizations listed, requesting posters and pamphlets on respiratory disease problems. Have committees report orally to class on results.</p> <p>Show ways in which an individual can help to prevent or control respiratory diseases. Committees might do this through charts. Discuss "The Long Adventure".</p>	<p>3.8 4.2 4.11 11.2 11.3 11.23 13.1</p>

SUPPLEMENTARY DISEASE UNIT

HEART DISEASES

COMPETENCY II: Understand possible causes and effects of disease.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>The circulatory system is the transportation system of the body.</p>	<p>Develop a mural comparing the circulatory system to a railway, freeway, or motor transport system.</p> <p>Compare size of hearts in man and animals. Discuss why there is a difference.</p> <p>Design and work a jigsaw puzzle: Class color large heart on construction paper or plywood. (Make several) Cut into pieces to form a puzzle and have groups assemble each puzzle.</p> <p>(See Anatomy and Physiology Unit)</p>	<p>1.16 1.17 1.34 1.35 1.36 1.37 1.39 11.6 11.7 11.8 11.9</p>

COMPETENCY III: Assume responsibility for prevention and control of disease within self and others

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Taking care of ourselves is important to our transportation system.</p>	<p>Invite the nurse to discuss how the heart works.</p> <p>Listen to heart with stethoscope and talk about why doctor examines you with a stethoscope.</p> <p>Write thank-you notes to the nurse and doctor who loaned the stethoscope. (Include with note pictures class draws.)</p>	<p>11.13</p>

COMPETENCY II: Understand possible causes and effects of disease.

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
<p>The circulatory system contains a variety of parts.</p>	<p>Using parts of circulatory system drawn on paper approximately 3' x 4' have students walk into place and identify the circulatory system.</p> <p>Construct a heart with clay or on paper and identify the blood vessels leading to and from the heart. Trace the course of the blood through the heart.</p> <p>Obtain a beef heart or lamb heart from your butcher. Identify the various parts of the heart and compare size and structure with a chart or model of the heart. Cut open the chambers and demonstrate how the valves work.</p> <p>(See Anatomy and Physiology Unit)</p>
<p>Problems occur in the circulatory system.</p>	<p>Invite a school nurse or a doctor to discuss heart disease and fever.</p>

Understand possible causes and effects of disease.

e)	SAMPLE LEARNING EXPERIENCES	RESOURCES
em f parts.	<p>Using parts of circulatory system drawn on paper approximately 3' x 4' have students walk into place to form the circulatory system.</p> <p>Construct a heart with clay or on paper and locate and identify the blood vessels leading to and from the heart. Trace the course of the blood through the heart.</p> <p>Obtain a beef heart or lamb heart from your butcher. Identify the various parts of the heart and compare its size and structure with a chart or model of a human heart. Cut open the chambers and demonstrate how the valves work.</p> <p>(See Anatomy and Physiology Unit)</p> <p>Invite a school nurse or a doctor to discuss rheumatic fever.</p>	<p>1.19 3.4 4.8 11.6 11.7 11.8 11.9 11.13</p> <p>11.20 11.21 11.22 11.25 13.2</p>

COMPETENCY III: Assume responsibility for prevention and control of diseases within self and others

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES	RESOURCES
Food, exercise, rest, and other factors influence the health of the circulatory system.	<p>Draw hearts with and without much collateral circulation. Discuss causes of the increase.</p> <p>Make posters or graphs showing:</p> <ol style="list-style-type: none"> 1. number of days pupils were absent from school last year, 2. why colds should be cared for (strep sore throat), 3. what to do when pupils have a cold or sore throat. <p>Discuss how smoking affects blood vessels. Ask an adult who smokes to come in and show the variation in heart-beat before and after inhaling cigarette smoke.</p> <p>(See Smoking and Health Unit)</p>	<p>11.14 11.15 11.16 11.17 11.18</p>

COMPETENCY IV: Support programs organized to control disease local

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
<p>Many groups contribute to our knowledge and control of the circulatory system problems.</p>	<p>Design a scrapbook picturing people who control, or do research on cardiovascular problems.</p> <p>Class compose letter to Washington State asking for materials to learn about the problems. Develop display of material State Heart Association.</p>

ppport programs organized to control disease locally, nationally, and internationally.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
e to trol stem	<p>Design a scrapbook picturing people who educate, treat, control, or do research on cardiovascular problems.</p> <p>Class compose letter to Washington State Heart Association asking for materials to learn about the heart and its problems. Develop display of materials from Washington State Heart Association.</p>	<p>11.10 11.11 11.12 11.16</p>

DISEASE RESOURCES

(Preview all films; Review all materials)

(* Teacher Reference)

1.0 BOOKS

- *1.1 Holbrook, Stewart H. GOLDEN AGE OF QUACKERY. Collier
 - 1.2 Ravielli, Anthony. WONDERS OF THE HUMAN BODY. Viking, 1954
 - 1.3 Schatz, Albert. STORY OF MICROBES. Harper and Row, 1952
 - 1.4 Zim, Herbert S. YOUR FOOD AND YOU. Morrow, 1957
 - 1.5 Dietz, David. ALL ABOUT GREAT MEDICAL DISCOVERIES. Random, 1960
 - 1.6 Calder, Ritchie. THE WONDERFUL WORLD OF MEDICINE. Garden City,
 - 1.7 Beeler, Nelson and others. EXPERIMENTS WITH A MICROSCOPE. Crowe
 - 1.8 Lewis, Lucia. FIRST BOOK OF MICROBES. Watts, 1955
 - 1.9 Hume, Ruth Fox. GREAT MEN OF MEDICINE. Random House, 1961
 - 1.10 Sutherland, Louis. MAGIC BULLETS. Little, Brown, 1956
 - 1.11 Hemming, James. MANKIND AGAINST THE KILLERS. Longmans, 1956
 - 1.12 Eberle, Irmengarde. MODERN MEDICAL DISCOVERIES. Crowell, 1963
 - 1.13 Doland, Edward Jr. PASTEUR AND THE INVISIBLE GIANTS. Dodd, 1958
 - 1.14 Marcus, Rebecca B. WILLIAM HARVEY, TRAILBLAZER OF SCIENTIFIC MEDICINE
 - 1.15 Baker, Nina Brown. TEXAS YANKEE. Harcourt, 1955
 - 1.16 Grant, Madeleine P. WONDER WORLD OF MICROBES. McGraw-Hill, 1964
 - 1.17 Coy, Harold. DOCTORS AND WHAT THEY DO. Watts, 1956
 - 1.18 Calden, Ritchie. THE WONDERFUL WORLD OF MEDICINE. Doubleday, 1958
 - 1.19 Hyde, Margaret O. MEDICINE IN ACTION, TODAY AND TOMORROW. McGraw-Hill, 1962
 - 1.20 Sullivan, Navine. PIONEER GERM FIGHTERS. Atheneum, 1962
 - 1.21 Selsam, Millicent E. MICROBES AT WORK. Morrow, 1953
 - 1.22 Lauber, Patricia. QUEST OF LOUIS PASTEUR. Garden City, 1960
 - 1.23 Lietz, Gerald S. JUNIOR SCIENCE BOOK OF BACTERIA. Garrard, 1964
 - 1.24 Gilbert, Miriam. KAREN GETS A FEVER. Medical Books for Children
 - 1.25 Lerner, M. R. DEAR LITTLE MUMPS CHILD. Medical Books for Children
 - 1.26 Slaton, William and Slaton, Nellie. BACTERIA AND VIRUSES: FRIENDS AND ENEMIES
 - 1.27 Epstein, Jan and Epstein, Beryl. THE FIRST BOOK OF THE WORLD HEALTH ORGANIZATION
 - 1.28 Riedman, Sarah Regal. SHOTS WITHOUT GUNS: THE STORY OF VACCINATION
 - 1.29 Epstein, Sherrie S. PENNY, THE MEDICINE MAKER: THE STORY OF PENICILLIN
- Children, 1960

DISEASE RESOURCES

(Preview all films; Review all materials)

(* Teacher Reference)

- H. GOLDEN AGE OF QUACKERY. Collier
- WONDERS OF THE HUMAN BODY. Viking, 1954
- HISTORY OF MICROBES. Harper and Row, 1952
- OUR FOOD AND YOU. Morrow, 1957
- ABOUT GREAT MEDICAL DISCOVERIES. Random, 1960
- THE WONDERFUL WORLD OF MEDICINE. Garden City, 1958
- others. EXPERIMENTS WITH A MICROSCOPE. Crowell, 1957
- BEST BOOK OF MICROBES. Watts, 1955
- GREAT MEN OF MEDICINE. Random House, 1961
- MAGIC BULLETS. Little, Brown, 1956
- HUMANITY AGAINST THE KILLERS. Longmans, 1956
- MODERN MEDICAL DISCOVERIES. Crowell, 1963
- PASTEUR AND THE INVISIBLE GIANTS. Dodd, 1958
- WILLIAM HARVEY, TRAILBLAZER OF SCIENTIFIC MEDICINE. Watts, 1962
- TEXAS YANKEE. Harcourt, 1955
- WONDER WORLD OF MICROBES. McGraw-Hill, 1964
- ORS AND WHAT THEY DO. Watts, 1956
- THE WONDERFUL WORLD OF MEDICINE. Doubleday, 1958
- MEDICINE IN ACTION, TODAY AND TOMORROW. McGraw-Hill, 1964
- PIONEER GERM FIGHTERS. Atheneum, 1962
- E. MICROBES AT WORK. Morrow, 1953
- QUEST OF LOUIS PASTEUR. Garden City, 1960
- JUNIOR SCIENCE BOOK OF BACTERIA. Garrard, 1964
- KAREN GETS A FEVER. Medical Books for Children, 1961
- R LITTLE MUMPS CHILD. Medical Books for Children, 1959
- d Slaton, Nellie. BACTERIA AND VIRUSES: FRIENDS OR FOES? Prentice-Hall, 1965
- stein, Beryl. THE FIRST BOOK OF THE WORLD HEALTH ORGANIZATION. Watts, 1964
- al. SHOTS WITHOUT GUNS: THE STORY OF VACCINATION. Rand McNally, 1960
- . PENNY, THE MEDICINE MAKER: THE STORY OF PENICILLIN. Medical Books for

- 1.30 Martin, Lealon E. CONQUEST OF DISEASE: THE CHALLENGE OF YOUR LIFE. C
- 1.31 Ungermann, Kenneth A. RACE TO NOME. Harper and Row, 1963
- 1.32 Dubos, Rene. UNSEEN WORLD. Rockefeller Institute Press, 1962
- 1.33 Weart, Edith L. THE STORY OF YOUR RESPIRATORY SYSTEM. Coward-McCann,
- 1.34 Lauber, Patricia. YOUR BODY AND HOW IT WORKS. Random, 1962
- 1.35 Schneider, Herman and Schneider, Nina. HOW YOUR BODY WORKS. Scott, '7
- 1.36 Zim, Herbert S. OUR SENSES AND HOW THEY WORK. Morrow, 1956
- 1.37 Zim, Herbert S. WHAT'S INSIDE OF ME. Morrow, 1952
- *1.38 Cameron, Charles. THE TRUTH AGOUT CANCER. Prentice-Hall, 1956
- 1.39 Zim, Herbert S. YOUR HEART AND HOW IT WORKS

*2.0 PUBLIC INQUIRIES BRANCH, PUBLIC HEALTH SERVICE, UNITED STATES DEPARTME
WELFARE, WASHINGTON, D. C. 20201

- 2.1 Mumps
- 2.2 Chicken Pox
- 2.3 Common Cold
- 2.4 Measles
- 2.5 Tetanus
- 2.6 Whooping Cough

3.0 FILMSTRIPS

- 3.1 Your Protection Against Disease, EBF
- 3.2 Man's Battle Against Disease, EGH
- 3.3 Men Who Helped Us Find Out (Pasteur, Reed, Curie, Lister), EGH
- 3.4 Your Blood System, HA
- 3.5 I'll Choose the High Road, ACS
- 3.6 To Smoke or Not to Smcke, ACS
- 3.7 Keeping Well, McG
- 3.8 The Long Adventure, WTA
- 3.9 Keeping Well and Happy, WTA
- 3.10 The Christmas Seal Crusade, WTA
- 3.11 Cancer, Challenge to Youth (in county and school audio-visual offices)

E. CONQUEST OF DISEASE: THE CHALLENGE OF YOUR LIFE. Coward-McCann, 1961
eth A. RACE TO NOME. Harper and Row, 1963
NSEEN WORLD. Rockefeller Institute Press, 1962
THE STORY OF YOUR RESPIRATORY SYSTEM. Coward-McCann, 1964
a. YOUR BODY AND HOW IT WORKS. Random, 1962
an and Schneider, Nina. HOW YOUR BODY WORKS. Scott, 1949
OUR SENSES AND HOW THEY WORK. Morrow, 1956
WHAT'S INSIDE OF ME. Morrow, 1952
s. THE TRUTH AGOUT CANCER. Prentice-Hall, 1956
YOUR HEART AND HOW IT WORKS

S BRANCH, PUBLIC HEALTH SERVICE, UNITED STATES DEPARTMENT OF HEALTH, EDUCATION, AND
GTON, D. C. 20201

Against Disease, EBF
ainst Disease, EGH
Us Find Out (Pasteur, Reed, Curie, Lister), EGH
em, HA
High Road, ACS
to Smoke, ACS
cG
ure, WTA
d Happy, WTA
eal Crusade, WTA
ge to Youth (in county and school audio-visual offices) ACS

4.0 FILMS

- 4.1 Health Heroes: The Battle Against Disease, Coronet
- 4.2 Your Health in the Community, Coronet
- 4.3 Your Health: Disease and its Control, Coronet
- 4.4 How to Catch a Cold, WSH
- 4.5 How Our Bodies Fight Disease, EBF
- 4.6 Let's Have Fewer Colds, Coronet
- 4.7 Cleanliness and Health, Coronet
- 4.8 Circulation of the Blood, HA
- 4.9 Choosing Your Clothes for Health, Coronet
- 4.10 Your Health at School, Coronet
- 4.11 Community Health and You, McG
- 4.12 Health in Our Community, EBF
- 4.14 What is Disease, NorF
- 4.15 Immunization, EBF
- 4.16 Sniffles and Sneezes, McG
- 4.17 Your Friend the Doctor, Coronet
- 4.18 Germs and What They Do, Coronet
- 4.19 Joan Avoids a Cold, Coronet
- 4.20 How Billy Keeps Clean, Coronet
- 4.21 Dress for Health, EBF
- 4.22 Doctor, EBF
- 4.23 Eat for Health, EBF
- 4.24 Sleep for Health, EBF
- 4.25 Sense in the Sun, ACS
- 4.26 Your Protection Against Disease, EBF
- 4.27 The Clothes We Wear, CF
- 4.29 Alexander Learns Good Health Habits, Coronet

5.0 AMERICAN MEDICAL ASSOCIATION, 535 NORTH DEARBORN STREET, CHICAGO, ILLINOIS 60610

- 5.1 Got a Cold...Huh? (poster)
- 5.2 How Your Body Fights Infection

11.0 AMERICAN RED CROSS, SEATTLE-KING COUNTY CHAPTER, 2106 SECON

11.38 The Story of Blood

WASHINGTON DIVISION, AMERICAN CANCER SOCIETY, 123 WEST HARR

- *11.1 Facts and Figures
- *11.2 The Hopeful Side of Cancer
- *11.3 Narrowing the Search
- 11.4 101 Questions About Cancer
- 11.5 Youth Looks at Cancer

WASHINGTON TUBERCULOSIS ASSOCIATION, 230 SECURITIES BUILDIN

- 11.21 This is Mr. T.B. Germ
- 11.22 General Health Units, Ways to Keep Well and Happy (booklet,
- 11.23 The Long Adventure (booklet)
- 11.24 Crusade of the Christmas Seal
- 11.25 Animal Posters
- 11.26 Indian Posters
- *11.27 Tuberculosis Tests for your Pupils
- *11.28 Tuberculin Testing Handbook
- *11.29 Introduction to Respiratory Diseases
- 11.30 Be Wise, Here is a Health Tip (poster)
- *11.31 Fact Series
- 11.32 TB Facts in Picture Language
- 11.33 Help Fight TB
- 11.34 TB Basic Facts in Basic English
- 11.35 Respiratory Chart
- 11.36 School Health Posters
- 11.37 Lassie Tuberculin Testing

CROSS, SEATTLE-KING COUNTY CHAPTER, 2106 SECOND AVENUE, SEATTLE, WASHINGTON

Blood

DIVISION, AMERICAN CANCER SOCIETY, 123 WEST HARRISON AVENUE, SEATTLE, WASHINGTON 98119

gures
Side of Cancer
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TUBERCULOSIS ASSOCIATION, 230 SECURITIES BUILDING, SEATTLE, WASHINGTON 98101

T.B. Germ
th Units, Ways to Keep Well and Happy (booklet, poster, and filmstrip)
enture (booklet)
he Christmas Seal
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rs
Tests for your Pupils
esting Handbook
to Respiratory Diseases
e is a Health Tip (poster)

Picture Language
B
ts in Basic English
Chart
h Posters
rculin Testing

WASHINGTON HEART ASSOCIATION, 3121 ARCADE BUILDING, SEATTLE, WASHINGTON 98101

- 11.6 Heart Puzzle
- 11.7 Heart Model
- 11.8 Circulatory System Charts (large ones and individual ones)
- 11.9 Your Heart and How it Works
- 11.10 Innocent Heart Murmurs
- *11.11 Heart Disease in Children (what teachers should know about children with heart disease)
- *11.12 If Your Child Has A Congenital Heart Defect
- 11.13 How The Doctor Examines Your Heart
- *11.14 Cigarette Smoking and Cardiovascular Disease
- *11.15 Heart Attack
- *11.16 A List of Materials for the Public
- *11.17 Posters "On Risks"
- 11.18 Hearts and Hunting

ANTI-TUBERCULOSIS LEAGUE OF KING COUNTY, 5118 ARCADE BUILDING, SEATTLE, WASHINGTON 98101

- *11.19 Childhood Diseases
- 11.20 Smoking Kit (elementary)

13.0 PRUDENTIAL LIFE INSURANCE COMPANY, PUBLIC RELATIONS DIVISION, P. O. BOX 2314, LOS ANGELES, CALIFORNIA 90054

- 13.1 Childhood Diseases
- 13.2 Rheumatic Fever
- 13.3 It's Fun to be Healthy

FAMILY HEALTH

Overview

The influence of the family-- the basic unit of our society-- and the community is enormous. Yet, very little is done in our society to select wisely the individual with whom they will mold other human beings. It is no wonder then that problems about family life are so little preparation for this task.

This unit provides opportunities for students to explore the present day United States. Particular emphasis is placed on the family in providing for an individual's mental, physical and social health needs. This unit will provide students with a frame of reference as to the importance of the relationship of family members to each other and the reciprocal importance of each other. Through this unit students can acquire knowledge about how the family being, grew and developed as persons and will in turn take their places fully, through these learnings students will develop attitudes, knowledge and skills to contribute effectively to their present and future family life.

There is overlapping between the family health unit and the home economics and biology, and this provides an opportunity for the integration of the two. Careful coordination is necessary so that reinforcement rather than repetition is achieved.

When discussing family problems, growth and development and relationships, it is wise to use natural, honest, simple answers and competent resource persons. It is important to avoid the perpetuation of the myths which abound in this area of study.

FAMILY HEALTH

Overview

of the family-- the basic unit of our society-- on the parents, the children enormous. Yet, very little is done in our society to help individuals know themselves. select wisely the individual with whom they will build a home and with whom they live. It is no wonder then that problems abound and are increasing when there is no preparation for this task.

Provides opportunities for students to explore the changing role of the family in society. Particular emphasis is placed on the family as the basic unit of our society and on the individual's mental, physical and social health needs. An attempt has been made to provide a frame of reference as to the importance of the family in our culture, the relationships between family members to each other and the reciprocal importance of families and individuals to society. In this unit students can acquire knowledge about how they individually came into the world, how they are shaped as persons and will in turn take their places in a family and community. Hopefully through this unit students will develop attitudes, knowledge and skills which enable them to contribute effectively to their present and future family life.

Overlap between the family health unit and the information covered in social studies, science, and biology, and this provides an opportunity for the integration of each subject with the family health unit. It is necessary so that reinforcement rather than monotony will take place. In discussing family problems, growth and development and reproduction, the teacher will be able to provide honest, simple answers and competent resource persons. Great care should be taken to avoid the myths which abound in this area of study.

COMPETENCIES

- Competency I: Students understand and appreciate the significance of the family in western society.
- Competency II: Students have knowledge for understanding and attitudes for accepting roles and responsibilities as family members.
- Competency III: Students understand the interrelationships of family, cultural influences and personal development.
- Competency IV: Students continuously contribute to a happy and effective family life.

COMPETENCY 1: Understand and appreciate the significance of the family in western society.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
I am a member of a family.	<p>Provide children with pictured ditto sheets of typical family members. Children color, clip and paste in their own family album.</p> <p>Discuss and draw pictures of different types of homes in which people live. (small houses, trailers, hotels, large houses)</p> <p>Emphasize by discussion or stories the <u>differences</u> in families (size, types of members, housing).</p> <p>(See Community Health Unit)</p>	<p>1.1 1.5 3.11 3.20 4.1 4.38</p>
Families do many things together.	<p>Draw pictures of things families can do together.</p> <p>Display pictures of families and chart stories about what the families are doing.</p>	<p>3.5 3.9 4.2</p>
I am a member of a school family (classmates, teachers, teachers, principal, custodian).	<p>Talk about the similarities and differences in the school and home family (example--size of family).</p>	<p>3.4 4.6</p>

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
Animals are members of animal families.	Discuss (early in the school year) ways in which we can make living together in the classroom safer, more comfortable, friendlier, etc.	
	Chart hours you are in school and compare with waking hours at home on a school day to emphasize the time spent with the school family.	
	(See Safety Education Unit)	
	Talk about the care of pets and what you have to do for a baby animal if it is not with its mother.	1.12 1.36 1.13 3.21
	Discuss how a mother bird takes care of a baby with a broken wing.	1.20 4.26 1.22 4.32 1.33

COMPETENCY 1!: Develop roles and responsibilities as family members.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES'
<p>Grown-ups help me stay safe, happy, healthy, clothed, fed and secure.</p>	<p>Show pictures of happy families. Children list things that make a family happy.</p> <p>Learn games that whole families can play together regardless of age.</p> <p>Interview parents to find out where family income is derived, why a family must have money and how it affects each member of the family.</p> <p>Make puppets and prepare a skit to show how parents help us (or use a home center and role play). (Take us for immunizations, feed us, etc.)</p> <p>(See Mental Health Unit)</p>	<p>1.2 1.4 1.24 3.6 3.7 4.31</p>
<p>Girls and boys are alike in some ways and different in some ways.</p>	<p>Participate in games boys and girls like to play together.</p> <p>Discuss differences in boys and girls (girls wear dresses, boys open doors for girls, toys)</p>	<p>1.15</p>
<p>My school community helps me to stay safe, well and happy. (Friends, nurse, school patrol)</p>	<p>Draw pictures of what the nurse and teacher do for children.</p> <p>Discuss how children can help a new student in the classroom.</p>	<p>1.14 3.16</p>

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Girls and boys help at home and at school.</p>	<p>Make "helping hands" chart for room duties.</p> <p>Develop room rules through class discussion.</p> <p>(See Consumer Health, Mental Health, and Community Health Units)</p> <p>Make a Mother's Day Card of "helping hands". (jobs they will do at home)</p> <p>Discuss ways children can help the teacher and other children without having some specific job assigned to them.</p> <p>Discuss what happens when duties are not carried out.</p> <p>(See Community Health Unit)</p>	<p>3.1</p> <p>3.4</p> <p>3.8</p> <p>3.10</p> <p>3.14</p> <p>4.2</p> <p>4.5</p> <p>4.25</p> <p>4.27</p> <p>4.30</p>

COMPETENCY III: Understand interrelationships of family, cultural influence, and personal development

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
I am partly the result of family customs.	<p>Make a bulletin board display of people of other countries, emphasizing differences in clothes, customs, etc.</p> <p>Read stories about family life in other lands.</p> <p>(See Mental Health Unit)</p>	<p>1.10 4.13 4.14 4.15</p>
I learn about other countries and cultures at school.	<p>Bring culture objects of various nationalities for display.</p> <p>Taste foods appropriate to other countries.</p> <p>Play new games appropriate to other countries.</p> <p>(See Nutrition Unit)</p>	<p>3.17 3.18 4.23 4.28</p>
School helps me learn about the culture I live in.	<p>List qualities desired in school patrol members and how this affects them. (Need for authority)</p> <p>(See Safety Education Unit)</p> <p>Discuss the wonderful things about this country.</p> <p>Bring pictures of new foods eaten at school and discuss new games learned.</p> <p>(See Nutrition Unit)</p>	<p>4.15</p>

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Families help others in the community.</p>	<p>Discuss neighborhood activities, cooperative projects of neighbors, P.T.A., cub scouts, bluebirds.</p> <p>(See Consumer Health and Community Health Units)</p>	

COMPETENCY IV: Continuously contribute to the development of happy and effective family life.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
Living things come from living things.	<p>Plant seeds and observe growth.</p> <p>Incubate and hatch eggs. Class borrow or make simple incubator for hatching hen eggs. (See local hatchery or wild life service.)</p> <p>Collect magazine pictures of cats and kittens, dogs and puppies, etc. Write a story about animal families.</p> <p>Develop a mural of cat families, dog families, frog families, human families. Discuss:</p> <ul style="list-style-type: none"> a. like begets like (cats have kittens, humans have babies) b. babies come from mothers c. animals and people care for their own and for others 	<p>1.3 4.22</p> <p>1.9 4.29</p> <p>1.11 4.40</p> <p>1.19 5.2</p> <p>1.21 5.3</p> <p>1.22</p> <p>1.26</p> <p>1.35</p> <p>3.5</p> <p>3.19</p> <p>3.22</p> <p>4.16</p> <p>4.17</p> <p>4.19</p> <p>4.20</p> <p>4.21</p>

COMPETENCY 1: Understand and appreciate the significance of the family

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
<p>Membership in a family can give one pride.</p> <p>Family patterns differ throughout the United States and throughout the world.</p> <p>Families may have problems but they can work together to achieve a happy family unit. (broken home, death, physically or mentally handicapped, disruption of normal patterns--unemployment)</p>	<p>Conduct a panel discussion on "How Important is Family Loyalty".</p> <p>Write paragraphs on "What My Family Means to Me".</p> <p>Construct a mural showing the differences in family patterns in colonial times and in present times.</p> <p>Discuss family patterns in some foreign countries.</p> <p>Discuss the effect of the death of a pet.</p> <p>Dramatize a family council meeting to illustrate ways of handling problems.</p> <p>Work in buzz groups to develop ideas on how to adjust to various family patterns. (work on how to adjust to a new baby in the family, illness in the family, etc.)</p> <p>(See Mental Health Unit)</p>

Understand and appreciate the significance of the family in western society.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
y can	Conduct a panel discussion on "How Important is Family Loyalty".	
r	Write paragraphs on "What My Family Means to Me".	1.7 4.34
States		1.10 4.35
orld.	Construct a mural showing the difference between family patterns in colonial times and in present day.	3.15 4.36
		4.14 4.37
		4.23
	Discuss family patterns in some foreign country.	4.33
blems	Discuss the effect of the death of a pet.	1.1
ether		1.2
nily	Dramatize a family council meeting to illustrate one way of handling problems.	1.25
death,		4.24
/		4.25
on of	Work in buzz groups to develop ideas on how a family can adjust to various family patterns. (working mother, a new baby in the family, illness in the family)	
ploy-		
	(See Mental Health Unit)	

op roles and responsibilities as family members.

	SAMPLE LEARNING EXPERIENCES.	RESOURCES
has s.	Write about "What things do I do that make my family happy?" (or unhappy?) Discuss what is involved in providing for a family. Make a bulletin board of things that need to be done daily in the home. Who is responsible for them?	1.15 1.45 1.44
l es.	Discuss and list advantages of being a family member. Plan special outings, acting out roles and responsibilities of each family member. (See Mental Health Unit)	3.4
ly ob-	Plan (with parental help and participation) a debate on "Parent Selection of T.V. Programs" vs "Child Selection of T.V. Programs". List ways in which growing takes place. (What are some of the problems of growing up-- gaining independence, feeling secure, assuming responsibility, eating for healthy growth.)	4.25 5.2

COMPETENCY IV: Continuously contribute to the development of happy and

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
<p>How life begins is a wondrous miracle.</p>	<p>Present to class the fertilization process in simple animals. (amoeba, hydra, earthworm)</p> <p>Develop vocabulary from resource number 1.</p> <p>Diagram parent fern showing sperm entering this discussion by diagraming chicken egg parts-- point out sperm must enter egg for</p> <p>Compare embryo needs of chicken and human are taken care of: i.e., warmth-- hen sit body; food-- yolk, placenta; protection-- sac.</p>
<p>Heredity partly determines who you are.</p>	<p>Discuss differences between heredity and e</p> <p>Illustrate hair and eye colors of family m</p> <p>(See Heredity and Environment Unit)</p>
<p>An egg grows into a baby.</p>	<p>Discuss film on egg development. Review pa with regard to how the seed develops within</p> <p>Discuss the part of human female that house (fertilized egg) for nine months. Graph ge of various animals.</p>

tinuously contribute to the development of happy and effective family life.

	SAMPLE LEARNING EXPERIENCES	RESOURCES	
	<p>Present to class the fertilization process of plants and simple animals. (amoeba, hydra, earthworm, fern, tulip)</p> <p>Develop vocabulary from resource number 1.41.</p> <p>Diagram parent fern showing sperm entering egg; follow this discussion by diagraming chicken egg and labelling parts-- point out sperm must enter egg for chick to grow.</p> <p>Compare embryo needs of chicken and human and how needs are taken care of: i.e., warmth-- hen sitting, mother's body; food-- yolk, placenta; protection-- albumen, liquid sac.</p>	1.6 1.8 1.14 1.28 1.29 1.31 1.32 1.41 1.43 4.9 4.12 4.16 4.18	5.1 5.4
ines	<p>Discuss differences between heredity and environment.</p> <p>Illustrate hair and eye colors of family members.</p> <p>(See Heredity and Environment Unit)</p>		
by.	<p>Discuss film on egg development. Review parts of flower with regard to how the seed develops within ovual.</p> <p>Discuss the part of human female that houses the seed (fertilized egg) for nine months. Graph gestation periods of various animals.</p>	1.3 1.28 1.30 1.31 1.32 1.33 4.3 4.12	4.18 4.39 5.1 5.4

CONCEPTS (<i>Intermediate</i>)	SAMPLE LEARNING EXPERIENCES.
<p>When the baby has been in his or her mother about nine months, the baby is born.</p> <p>A baby grows into a school child.</p> <p>Growth and developmental changes occur but with individual differences.</p>	<p>Outline the stages of growth of the human from fertilization to birth.</p> <p>Discuss where students were born e.g., for mother and baby.</p> <p>Compare how soon some animals are able to take care of themselves after birth while others need help.</p> <p>Discuss how much some students weighed at birth and the rapid changes that took place within the first years.</p> <p>Prepare a chart of the needs of the child at different school ages and how these needs are provided.</p> <p>Obtain personal height and weight measurements for each class member on a graph. Discuss factors influencing growth. (food, heredity, glands, exercise, etc.)</p> <p>Collect, as a class, pictures of well-known people; prepare a bulletin board; discuss their body build.</p> <p>(See Anatomy and Physiology and Mental Hygiene)</p>

ate)	SAMPLE LEARNING EXPERIENCES.	RESOURCES
<p>been in about nine s born.</p>	<p>Outline the stages of growth of the human embryo from fertilization to birth.</p> <p>Discuss where students were born e.g., hospital with care for mother and baby.</p> <p>Compare how soon some animals are able to take care of themselves after birth while others need close care.</p>	<p>1.21 1.33 1.28 1.37 1.29 1.41 1.30 4.16 1.31 5.1 1.32</p>
<p>school</p>	<p>Discuss how much some students weighed when born and the rapid changes that took place within the first few years.</p> <p>Prepare a chart of the needs of the child from birth to school age and how these needs are provided for by adults.</p>	<p>1.27 1.28 1.30 1.31 1.34 5.1</p>
<p>mental with indi-</p>	<p>Obtain personal height and weight measurements and plot each class member on a graph. Discuss factors that influence growth. (food, heredity, glands, etc.)</p> <p>Collect, as a class, pictures of well-known, important people; prepare a bulletin board; discuss differences in body build.</p> <p>(See Anatomy and Physiology and Mental Health Units)</p>	<p>1.30 1.34 4.10 5.1 5.3</p>

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
<p>Puberty brings body changes including secondary sex characteristics.</p> <p>Physical, mental and social growth and maturity are interrelated.</p> <p>Families may be strengthened or weakened by various factors. (i.e., love, adoption, spiritual values, security, illness, fighting)</p>	<p>View and discuss a film on human growth.</p> <p>Develop lists of changes during puberty. growth, voice change, muscle development, development, rounding contours, complexion</p> <p>View and discuss a film on menstruation.</p> <p>Create posters of what individuals could of age and what they can do now. (physic etc.)</p> <p>Role play "What would you do if...?"</p> <p>(See Mental Health Unit)</p> <p>Write a story about how most mothers in r their young.</p> <p>List things parents do that might show lo students do for other family members at v show they love them (e.g., during illness days.)</p> <p>(See Mental Health Unit)</p>

e)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>changes sex</p> <p>social are</p>	<p>View and discuss a film on human growth.</p> <p>Develop lists of changes during puberty. Boys-- beard growth, voice change, muscle development. Girls-- breast development, rounding contours, complexion trouble.</p> <p>View and discuss a film on menstruation.</p> <p>Create posters of what individuals could do at four years of age and what they can do now. (physically, socially, etc.)</p> <p>Role play "What would you do if...?"</p> <p>(See Mental Health Unit)</p>	<p>1.6 4.11</p> <p>1.16 5.1</p> <p>1.17 5.3</p> <p>1.18 11.1</p> <p>1.27 11.2</p> <p>1.28 11.3</p> <p>1.30 11.4</p> <p>1.33 12.1</p> <p>1.34 12.2</p> <p>1.38 12.3</p> <p>1.39 12.4</p> <p>1.40 12.5</p> <p>3.13 12.6</p> <p>4.3 12.7</p> <p>4.4</p> <p>4.8</p>
<p>ngthened us fac- adop- es, ighting)</p>	<p>Write a story about how most mothers in nature will defend their young.</p> <p>List things parents do that might show love; list what students do for other family members at various times to show they love them (e.g., during illness, daily, special days.)</p> <p>(See Mental Health Unit)</p>	<p>1.1</p> <p>1.7</p> <p>1.23</p> <p>1.28</p> <p>1.30</p> <p>1.34</p> <p>4.10</p>

FAMILY HEALTH RESOURCES

(Preview all films; Review all materials)

(* Teacher Reference)

A 51 page annotated bibliography on Sex Education and Family Life Education, the Dean of Education, Central Washington State College, Ellensburg, Washington, has compiled a list of books, pamphlets and audio-visual aids for pre-school, primary, and intermediate grades. (This bibliography is charged to cover production of this bibliography.)

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- 3.1 Developing Basic Values--Recognition of Responsibilities, SVE
- 3.4 School Helpers, EBF
- 3.5 The Family Begins the Day, Handy
- 3.6 The Family At Home, Handy
- 3.7 Our Family to the Rescue, EBF
- 3.8 Keeping Busy, EBF
- 3.9 Family Fun, EBF
- 3.10 Helping Mother and the Family, EBF
- 3.11 Brothers and Sisters, EBF
- 3.13 Growing Up Day by Day, EBF
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- 3.19 Learning About Living Things Series (Living Things Need Each Other, How Life Continues), EBF
- 3.20 Our Homes Series, EGH
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- 4.1 Your Family, Coronet
- 4.2 Our Family Works Together, Coronet
- 4.3 Human Growth, WSH
- 4.4 The Story of Menstruation, KC
- 4.5 Beginning Responsibilities--Doing Things for Ourselves in School, Coronet
- 4.6 Manners At School, GP
- 4.8 Eggs to Chicken, BF
- 4.9 How Plants Reproduce, McG
- 4.10 Growing Up, Coronet
- 4.11 It's Wonderful Being A Girl, PPC
- 4.12 Reproduction in Animals, Coronet
- 4.13 Boy of the Seminoles, Coronet
- 4.14 Eskimo Children, EBF
- 4.15 Our Countries Flag, Coronet
- 4.16 Human and Animal Beginnings, CF
- 4.17 Mother Hens Family, Coronet
- 4.18 The Miracle of Reproduction, Davis
- 4.19 Life in an Aquarium, McG
- 4.20 Kittens--Birth and Growth, BF
- 4.21 Spring on the Farm, EBF
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- 4.23 Life of a Philippine Family, Coronet
- 4.24 Learning from Disappointment, Coronet
- 4.25 Beginning Responsibility: Rules at School, Coronet
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- 4.28 Boy of India: Rama and His Elephant, Coronet

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- 4.31 Appreciating Our Parents, Coronet
- 4.32 Care of Pets, EBF
- 4.33 Colonial Family Of New France, Coronet
- 4.34 Colonial Life (South, New England, or Middle Colonies), Corbr
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- 4.36 Children of the Colonial Frontier, McG
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5.0 JOINT COMMITTEE ON HEALTH PROBLEMS IN EDUCATION OF THE NATION
AMERICAN MEDICAL ASSOCIATION, 1201 SIXTEENTH STREET N.W., WAS

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 A Guide to Better Discipline
 Helping Boys and Girls Understand Their Sex Roles
 A Guide for Family Living
 Getting Along With Brothers and Sisters
 Your Child and the People Around Him
 Helping Children Understand Sex
 A Guide to Successful Fatherhood
 Developing Responsibility in Children
 Fears of Children
 How to Live with Children
 Understanding the Other Sex
 How to Live With Parents

11.0 DIRECTOR, HEALTH EDUCATION, ANTI-TUBERCULOSIS LEAGUE OF KING COUNTY

- *11.1 A Practical Guide for Teaching Menstrual Hygiene
- *11.2 Educational Portofolio on Menstrual Hygiene
- 11.3 You're a Young Lady Now
- 11.4 World of a Girl

12.0 TAMPAX INCORPORATED, EDUCATIONAL DEPARTMENT, 161 EAST 42nd STREET,

- 12.1 From Fiction to Fact
- *12.2 Reprints:
 - The Doctor Talks About Menstruation
 - It's Natural, It's Normal
 - Responses to Talks on Menstrual Health
 - Swimming During the Menstrual Period

ren Grow and Develop
hildren Solve Problems
ding Hostility in Children
ten to Youth
ren Misbehave
nd Teachers As Partners
dren Face Crises
hildren Get Along in School
hildren's Social Growth
o Better Discipline
oys and Girls Understand Their Sex Roles
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d and the People Around Him
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HEALTH EDUCATION, ANTI-TUBERCULOSIS LEAGUE OF KING COUNTY, 5118 ARCADE BUILDING, SEATTLE 98101

1 Guide for Teaching Menstrual Hygiene
1 Portofolio on Menstrual Hygiene
Young Lady Now
Girl

CORPORATED, EDUCATIONAL DEPARTMENT, 161 EAST 42nd STREET, NEW YORK, NEW YORK

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During the Menstrual Period

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KIMBERLY-CLARK CORPORATION, EDUCATIONAL DEPARTMENT, NEENAH, WISCONSIN

- *12.3 A Practical Guide for Teaching Menstrual Hygiene
- 12.4 You're a Young Lady Now
- 12.5 Menstrual Physiology Chart

DIRECTOR OF EDUCATION, PERSONAL PRODUCTS COMPANY, MILLTOWN, NEW JERSEY 08850

- *12.6 A Teaching Guide for Menstrual Hygiene
- 12.7 Growing Up and Liking It

HEREDITY AND ENVIRONMENT

Overview

The mapping of chromosomes; man's influencing heredity by the solution of health problems--these are some of the possibilities of the geneticist. Recent research on nucleic acid moves us closer to the solution. Each individual needs understanding, appreciation and a feeling of responsibility. A tremendous increase in knowledge of the basic genetic mechanism of man's life will influence this basic potential through environment.

Careful teaching must be done to eliminate the formation of prejudices such as the inferiority or superiority of any race or group of people. Care must be taken to avoid any embarrassment to students through reference to special conditions present within their own families.

This unit correlates well with the Family Health, Community Health and Mental Health units.

HEREDITY AND ENVIRONMENT

Overview

of chromosomes; man's influencing heredity by modifying the nucleic structure; such problems--these are some of the possibilities in the exciting world of the research on nucleic acid moves us closer to the age old question, "What is Life?" This understanding, appreciation and a feeling of responsibility as he lives with this new knowledge of the basic genetic mechanism of man and our increasing ability to realize our potential through environment.

Teaching must be done to eliminate the formation of inaccurate generalizations by students of inferiority or superiority of any race or group of people. In addition, care must be taken to avoid embarrassment to students through reference to specific characteristics which may be peculiar to their own families.

This course correlates well with the Family Health, Community Health, Anatomy and Physiology courses.

COMPETENCIES

- Competency I: Students understand the interrelationships of heredity and this knowledge in forming attitudes and behaving so
- Competency II: Students understand genetic substances, their transmission, heredity and the impact of this information on living
- Competency III: Students understand genetic and somatic variations and the actions that might be possible to accept or eliminate
- Competency IV: Students understand eugenics and eugenics as an influence on individual and social decisions.

COMPETENCIES

Students understand the interrelationships of heredity and environment and utilize this knowledge in forming attitudes and behaving so that self-improvement occurs.

Students understand genetic substances, their transmission, the basic laws of heredity and the impact of this information on living things.

Students understand genetic and somatic variations and disorders and support whatever actions might be possible to accept or eliminate these variations and disorders.

Students understand eugenics and euthenics as an influence in making intelligent individual and social decisions.

COMPETENCY 1: Utilize the understanding of heredity and environment and their interrelationship to improve self.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
There are likenesses and differences among living organisms.	<p>Make charts: We are alike. We are different. Children illustrate through a variety of media.</p> <p>Demonstrate that there is air in water: Put a bottle upside down in aquarium, observe bubbles. Fish must get oxygen through gills. Human beings get oxygen from air through lungs.</p> <p>Observe how plants obtain food through leaves and roots. Contrast this with the ways in which other living things obtain their food.</p>	<p>1.2 1.4 1.6</p>
Living things are alike in many significant ways.	<p>Make a pictorial display of similar needs of all living things. (air, light, food, rest, water, etc.)</p> <p>Discuss and observe other ways we are alike. We all have teeth, lungs, bones, muscles, hearts, etc. We have similar feelings.</p>	<p>4.1 4.2</p>
Living things are affected by their environment.	<p>Grow two sets of plants-- give one proper care and deprive other of good soil, water, sunlight. Frequently compare and discuss results.</p>	<p>1.8 1.9 1.10 1.11 4.3 4.17</p>

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Living things can influence their environment.</p> <p>Curiosity about our environment leads to a better understanding of the environment.</p>	<p>Poem: The Jolly Wood Chuck. Discuss homes of hibernating animals and how they are used for a winter sleep.</p> <p>Make paper dolls having different clothing for various seasons or for various climates.</p> <p>Discuss ways in which people can change their environment in the classroom, home or community. (painting, rearranging, beautifying, etc.)</p> <p>Take a neighborhood walk to discover interesting things in the immediate environment.</p> <p>Keep a what and why corner; change often.</p> <p>Play game: "What did you see on the way to school?"</p> <p>(See Anatomy and Physiology Unit--Senses)</p>	<p>4.4</p> <p>4.5</p> <p>1.12</p> <p>1.13</p> <p>4.6</p>

COMPETENCY II: Understand genetic substances, their transmission, the basic laws of heredity and the impact of this information on living things.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>There are male and female humans, just as there are male and female forms in plant and animal life.</p>	<p>Visit a farm or zoo. Observe the male and female animals. Note the differences in color, size, plumage, etc.</p> <p>Discuss the children's families. Note the differences in appearance, size, tastes, activities between the mothers and fathers, sons and daughters.</p> <p>(See Family Health Unit)</p>	<p>1.4 4.8</p>
<p>Each parent contributes something to its offspring.</p>	<p>Show a film (4.8) which pictures the female fish spawning eggs and the male laying milt over them. The eggs are fertilized by the milt.</p> <p>Children bring to school pictures of their own families. Observe the ways in which the children are like the father, mother, aunt, uncle, grandparents.</p> <p>Write and illustrate the following pages for a booklet:</p> <ol style="list-style-type: none"> 1. How I am like my mother. 2. How I am like my father. 3. How I am different from my mother. 4. How I am different from my father. <p>(Or select any relative or adult.)</p>	

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
Each species reproduces its own kind.	<p>Show children packets of various vegetable or flower seeds. Plant the seeds. Observe that the seeds produce the kinds of plants from which they came.</p> <p>Plant cuttings from geranium or ivy plants. Discover that the new plant is the same as the one from which the cuttings were made.</p> <p>Observe the birth of fish in an aquarium. Discover that the baby fish are like the parent except they are smaller.</p> <p>Visit a zoo or farm to observe that the baby animals are like the parents except for size. If this is not possible, use pictures of mother and baby animals. Make a mural or bulletin board using children's animal pictures.</p> <p>(See Family Health Unit)</p>	<p>1.14 1.15 1.20 1.23</p>
Related living things reproduce in similar ways.	<p>Show the class an uncooked egg and a baby chicken. (Use a picture if a chicken is not available.) Develop the idea that the chicken once lived in the egg and was nourished by it.</p>	<p>1.15 1.16 1.17 1.19 1.21 1.24 1.25 1.26 1.27</p>

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Related living things develop in similar ways.</p>	<p>Sprout beans on wet blotter or sponge to observe reproduction of seeds.</p> <p>Display pictures of mammals and their babies. Observe the ways in which all these animals are alike. (Through discussion help the children to discover that these animals do not lay eggs.)</p> <p>Share information about the birth of pets at home or bring the babies to school and discuss the fact that these animals were born alive.</p> <p>Observe a caterpillar as he begins to spin his cocoon until he emerges as a moth. Read "Fuzzy Wuzzy and Creepy Crawly" by Lillian Schulze Vandel.</p> <p>Obtain a sample of pond water. Observe the development of the frog eggs.</p> <p>Bring snapshots of self as a baby. Draw or paint pictures of how you would like to look when you are grown. (Use these pictures with the children's names attached for a bulletin board display headed, "Once We Were Little. Someday We Will Be Bigger".</p>	<p>1.18 1.22 1.27 1.28</p>

COMPETENCY 1: Utilize the understanding of heredity and environment to improve self.

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
<p>A living thing reproduces itself and develops and interacts in a given environment.</p> <p>Organisms inherit traits which modify the environment and they may become modified themselves.</p>	<p>Plant, observe, and record growth of environments.</p> <p>Observe natural reseeding on school grounds, e.g., Douglas Fir, dandelion.</p> <p>Collect flowers in different states of development and dissect ovaries to note changes in seed.</p> <p>Grow bacteria on agar plates.</p> <p>Take field trip to aquarium.</p> <p>Use microscope to observe a cross section of tissue and observe growth and environmental influence.</p> <p>Construct dioramas to show seasonal colorations.</p> <p>Draw maps showing migration routes and wildlife.</p> <p>Observe and discuss home building of animals.</p> <p>Make reports and illustrations showing hibernation of various animals.</p>

utilize the understanding of heredity and environment and their interrelationship to improve self.

e)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>roduces and n envi-</p>	<p>Plant, observe, and record growth of seeds in different environments.</p> <p>Observe natural reseeding on school grounds or in neighborhood, e.g., Douglas Fir, dandelions.</p> <p>Collect flowers in different states of maturity and dissect ovaries to note changes in seed development.</p> <p>Grow bacteria on agar plates.</p> <p>Take field trip to aquarium.</p> <p>Use microscope to observe a cross section of a tree; observe growth and environmental influences on growth.</p>	<p>1.1 1.5 1.7 1.30 3.2 4.9 4.16 4.21 4.22 4.26 6.1</p>
<p>raits viron- ecome</p>	<p>Construct dioramas to show seasonal changes and protective colorations.</p> <p>Draw maps showing migration routes and cycles of various wildlife.</p> <p>Observe and discuss home building of animals.</p> <p>Make reports and illustrations showing hibernation and estivation of various animals.</p>	<p>1.5 1.7 4.12 4.13 4.14 4.7 4.18 4.19 4.25 4.27 4.28</p>

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
	<p>Read about and report to classro dormancy is an adaptation to red</p> <p>List the things man does to modi suit his needs. (adjusting clot</p> <p>Make models of dinosaurs and fos environment and explain the chan brought their extinction.</p>

SAMPLE LEARNING EXPERIENCES**RESOURCES**

Read about and report to classroom estivation to realize dormancy is an adaptation to reduce water use by cells.

List the things man does to modify environment to better suit his needs. (adjusting clothing to temperature)

Make models of dinosaurs and fossils showing typical environment and explain the changing environment which brought their extinction.

COMPETENCY 11: Understand genetic substances, their transmission, and the impact of this information on living things

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
Each parent organism contributes its own peculiar characteristics to its offspring.	<p>Observe mother and young for family (ducks, snakes, spiders, crabs)</p> <p>Collect parent and seedling from deciduous trees (alders, maples, willow)</p> <p>Take field trip to a zoo or farm and observe parent and young for characteristics.</p> <p>List individually the physical characteristics of young similar to those of parents or grandparents.</p>
All living things develop from a single cell which is the unit of structure and function.	<p>Collect frog, toad, salamander eggs and observe to illustrate developmental stages.</p> <p>Construct bulletin board display showing development of various organisms.</p> <p>Make models or drawings of cell structure and function.</p> <p>Observe by microscope potato or onion cells to illustrate nucleus, cytoplasm and cell membrane.</p> <p>Make a clay model showing budding of yeast.</p> <p>Demonstrate the reproduction of yeast by budding.</p> <p>Read and discuss division of fertilization and its application to multiple birth.</p> <p>(See Anatomy and Physiology Unit)</p>

Understand genetic substances, their transmission, the basic laws of heredity and the impact of this information on living things.

(ate)	SAMPLE LEARNING EXPERIENCES	RESOURCES
ism con- peculiar o its off-	<p>Observe mother and young for family characteristics. (ducks, snakes, spiders, crabs)</p> <p>Collect parent and seedling from deciduous tree forms. (alders, maples, willow)</p> <p>Take field trip to a zoo or farm and observe mother and young for characteristics.</p> <p>List individually the physical characteristics that are similar to those of parents or grandparents. Illustrate.</p>	<p>1.1 1.7 3.1 4.11 4.15 4.21 4.30</p>
develop l which is ture and	<p>Collect frog, toad, salamander eggs and watch, record and illustrate developmental stages.</p> <p>Construct bulletin board display showing cell structure.</p> <p>Make models or drawings of cell structure.</p> <p>Observe by microscope potato or onion cells, noting nucleus, cytoplasm and cell membrane.</p> <p>Make a clay model showing budding of yeast cell.</p> <p>Demonstrate the reproduction of yeast cells.</p> <p>Read and discuss division of fertilized egg cells as applicable to multiple birth.</p> <p>(See Anatomy and Physiology Unit)</p>	<p>3.1 4.16</p>

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES	RESOURCE
<p>The pattern of the organism is passed along to new cells by duplication of chromosomes and their DNA content.</p>	<p>Observe paramecium dividing. (bioscopic activity)</p> <p>Discuss ancestry of various plants, flowers or animals.</p> <p>Construct simplified model of DNA molecule to illustrate how it carries genetic culture traits.</p> <p>Report on Mendel.</p> <p>Investigate the law of recessive and dominant traits as evidenced in polled herefords, Beltsville turkeys, Santa Gertrudis cattle.</p> <p>Demonstrate blending by mixing paints or use of plastic sheets.</p>	<p>1.7</p> <p>1.29</p> <p>1.30</p> <p>1.31</p> <p>1.32</p> <p>11.1</p>

HEREDITY AND ENVIRONMENT RESOURCES

(Preview all films; Review all materials)

1.0 BOOKS

- 1.1 Editors of Life. WONDERS OF LIFE ON EARTH. Golden Press, 1959
- 1.2 Brandwein, Paul F. and others. CONCEPTS IN SCIENCE. Harcourt
- 1.4 Green, Mary. IS IT EASY? IS IT HARD? William R. Scott, 1960
- 1.5 Selsam, Millicent E. AROUND THE WORLD WITH DARWIN. Harper and
- 1.6 Brenner, Barbara. MR. TALL AND MR. SMALL. William R. Scott,
- 1.7 Randal, Judith. ALL ABOUT HEREDITY. Random House, 1963
- 1.8 Arbuthnot, May. TIME FOR POETRY. (Edey, Marion and Dorothy C. Scott, Foresman and Company, 1964
- 1.9 Barker, Will. WINTER SLEEPING WILD LIFE. Harper and Brothers
- 1.10 Bancroft, Herrietta and Van Gelder, Richard G. ANIMALS IN WINTER
- 1.11 Adelson, Leone. ALL READY FOR WINTER. McKay, 1952
- 1.12 Borten, Helen. DO YOU SEE WHAT I SEE? Hale and Co., 1964
- 1.13 Borten, Helen. DO YOU HEAR WHAT I HEAR? Abelard-Schuman, 1960
- 1.14 Selsam, Millicent E. PLAY WITH SEEDS. Morrow, 1957
- 1.15 Jordan, Helene. HOW A SEED GROWS. Crowell, 1960
- 1.16 Selsam, Millicent E. ALL ABOUT EGGS. Morrow, 1956
- 1.17 Selsam, Millicent E. EGG TO CHICK. Morrow, 1957
- 1.18 McClung, Robert M. CATERPILLARS AND HOW THEY LIVE. Morrow Junior
- 1.19 Darby, Gene. WHAT IS A BUTTERFLY? Benefice Press, 1959-1960
- 1.20 Darby, Gene. WHAT IS A PLANT? Benefice Press, 1959-1960
- 1.21 Darby, Gene. WHAT IS A COW? Benefice Press, 1959-1960
- 1.22 Darby, Gene. WHAT IS A FROG? Benefice Press, 1959-1960
- 1.23 Darby, Gene. WHAT IS A TREE? Benefice Press, 1959-1960
- 1.24 Darby, Gene. WHAT IS A BIRD? Benefice Press, 1959-1960
- 1.25 Kay, Helen. AN EGG IS FOR WISHING. Abelard-Schuman, 1966
- 1.26 Selsam, Millicent E. ANIMALS AS PARENTS. Morrow, 1964
- 1.27 Selsam, Millicent E. THE COURTSHIP OF ANIMALS. Morrow, 1964
- 1.28 Harris, Louise Dyer and Dyer, Norman. FLASH, THE LIFE STORY OF
- 1.29 SCIENCE HANDBOOK. Experiments, Demonstrations, and Activities Curriculum Guide for Grades 7, 8, and 9. Superintendent of Public

HEREDITY AND ENVIRONMENT RESOURCES

(Preview all films; Review all material)

of Life. WONDERS OF LIFE ON EARTH. Golden Press, 1960
n, Paul F. and others. CONCEPTS IN SCIENCE. Harcourt, Brace and World, 1966
ary. IS IT EASY? IS IT HARD? William R. Scott, 1960
Millicent E. AROUND THE WORLD WITH DARWIN. Harper and Row, 1960
Barbara. MR. TALL AND MR. SMALL. William R. Scott, 1966
Judith. ALL ABOUT HEREDITY. Random House, 1963
t, May. TIME FOR POETRY. (Edey, Marion and Dorothy Grider. "The Jolly Wood Chuck.")
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Louise Dyer and Dyer, Norman. FLASH, THE LIFE STORY OF A BUTTERFLY. Little, Brown and Co., 1966
HANDBOOK. Experiments, Demonstrations, and Activities suggested for Washington State Science
um Guide for Grades 7, 8, and 9. Superintendent of Public Instruction, Olympia, 1959

- 1.30 Ashbaugh, Byron L. and Beuschlein, Muriel. THINGS TO DO IN SCIENCE
state Printers and Publishers, Inc., 1960
- 1.31 Hutchins, Carleen Maley. LIFE'S KEY-- DNA. Coward-McCann, 1961
- 1.32 Zim, Herbert Spencer. HOW THINGS GROW. Morrow, 1960

3.0 FILMSTRIPS

- 3.1 Mechanism of Inheritance, McG
- 3.2 Animal and Plant Relationship, McG

4.0 FILMS

- 4.1 Living and Non-Living Things, Coronet
- 4.2 What's Alive, FA
- 4.3 Animals in Winter, EBF
- 4.4 Animals in Autumn, EBF
- 4.5 Beaver, EBF
- 4.6 Rainshower, CF
- 4.7 Small Animals of the Plains, WD
- 4.8 Fish and Their Characteristics, Coronet
- 4.9 Poultry on the Farm, EBF
- 4.11 The Fruits of Plants, Cenco
- 4.12 Migration of Birds, EBF
- 4.13 Camouflage in Nature, Coronet
- 4.14 Camouflage in Nature (pattern), Coronet
- 4.15 Field Trip to a Fish Hatchery, Coronet
- 4.16 Life Cycle of the Sockeye, EBF
- 4.17 Animals of the Desert, BF
- 4.18 Animals and Their Homes, Coronet
- 4.19 Adaptations in Animals, McG
- 4.21 Reproduction in Plants, Coronet
- 4.22 Wonders of Plant Growth, CF
- 4.25 Camouflage in Nature Through Pattern Matching, Coronet
- 4.26 Plants Make Food, CF
- 4.27 Hibernation and Other Forms of Dormancy, EBF
- 4.28 Camouflage in Nature and Through Form and Color Matching, Coronet
- 4.30 Reproduction in Animals, Coronet

on L. and Beuschlein, Muriel. THINGS TO DO IN SCIENCE AND CONSERVATION. The Inter-
s and Publishers, Inc., 1960
leen Maley. LIFE'S KEY-- DNA. Coward-McCann, 1961
Spencer. HOW THINGS GROW. Morrow, 1960

Inheritance, McG
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n Nature Through Pattern Matching, Coronet
Food, CF
and Other Forms of Dormancy, EBF
n Nature and Through Form and Color Matching, Coronet
in Animals, Coronet

6.0 SCHOLASTIC MAGAZINE

6.1 Science World. Volume 12, No. 9. April 1, 1966

11.0 NATIONAL FOUNDATION, 307 ORPHEUM BUILDING, FIFTH AND STEWART STR

11.1 How To Make Your Own Take-Apart Model of DNA

IC MAGAZINE

World. Volume 12, No. 9. April 1, 1966

FOUNDATION, 307 ORPHEUM BUILDING, FIFTH AND STEWART STREETS, SEATTLE, WASHINGTON 98101

Make Your Own Take-Apart Model of DNA

MENTAL HEALTH

Overview

This unit is an integral part of all other units. Mental health units and therefore is an excellent introductory unit.

Mental health should be approached, as far as possible, and not interpreted to mean mental illness. Teachers are not involved in diagnosis and treatment; the purpose of teaching mental health is to develop attitudes which help to deal with problems which students may encounter from occurring.

Such problems as suicide, alcoholism, drug addiction, reckless driving and prejudice may be prevented if individuals take time in their life to try to understand themselves. Self-understanding is the key to self-understandings and which allows the individual to accept and handle his own emotions.

Teachers must realize that any contact with any child should be related to his mental health. In addition good teachers will realize the concepts found in this unit.

It is the purpose of this unit to focus the students' attention on how mental health relates to him as a becoming individual.

MENTAL HEALTH

Overview

is an integral part of all other units. More than this, it is basic to the other is an excellent introductory unit.

Health should be approached, as far as possible, as a positive factor of good health to mean mental illness. Teachers are not psychoanalysts and, therefore, cannot be and treatment; the purpose of teaching mental health is to give knowledge and which help to deal with problems which students encounter or which help to prevent ng.

blems as suicide, alcoholism, drug addiction, mental illnesses, divorce, tension, prejudice may be prevented if individuals begin early and continue throughout stand themselves. Self-understanding is the key which opens the doors to all other which allows the individual to accept and have concern for others.

must realize that any contact with any child may contribute positively or negatively In addition good teachers will realize that they already teach many of the con-unit.

purpose of this unit to focus the students' attention on mental health as it becoming individual.

COMPETENCIES

- Competency I: Students understand and accept themselves as far as it is possible.
- Competency II: Students understand and accept others as individuals.
- Competency III: Students understand the relationship of individuals and social adjustment to a changing society.
- Competency IV: Students understand the factors in our society which contribute to mental disability and illness and change these factors, as far as possible.
- Competency V: Students understand mental retardation, its causes, possible treatments.

COMPETENCIES

Students understand and accept themselves as far as it is possible to know themselves.

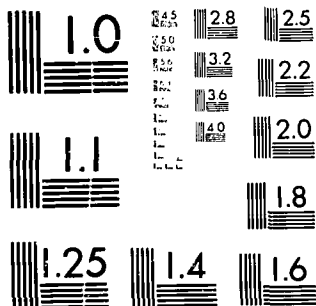
Students understand and accept others as individuals.

Students understand the relationship of individuals and society and attain a personal adjustment to a changing society.

Students understand the factors in our society which contribute to emotional and mental disability and illness and change these factors, as far as possible.

Students understand mental retardation, its causes, possible preventions and adjustments.

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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

COMPETENCY 1: Understand and accept themselves.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
"You" as an individual are important.	<p>Plan a booklet entitled "All About Me." Draw yourself on the cover or make a picture of yourself with such materials as yarn for hair, straws for limbs, etc. Draw pictures of things you like to do, your own possessions, etc.</p> <p>Talk about your first name and names you have given pets.</p> <p>Dramatize "things I like to do," "things I like," or "the pet I'd like to own."</p> <p>Discuss differences and similarities in children. (Look at noses, eyes, hair, ears, etc.)</p> <p>Make finger and hand prints to compare.</p> <p>(See Heredity Unit)</p>	<p>1.8 1.11 4.3</p>
Every person has his own potential which increases with age; his success must be judged in terms of his own individual potential.	<p>Discuss what you expect from your pets (the things they can and cannot do).</p> <p>Discuss or demonstrate what you do now that you could not do when you were younger.</p> <p>(See Anatomy and Physiology Unit)</p>	<p>1.7 1.11 1.39</p>

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>You can be proud of the things you do well.</p> <p>Life has joy and pleasure and sometimes has sorrow and unpleasantness, too.</p>	<p>Draw pictures of what you would like to be when you grow up. Discuss why we have different learning levels. (eagles, sparrows, robins, etc.)</p> <p>(See Health Careers Unit)</p> <p>Make a mural about how you help at school or at home. (carry dishes to table, hang up clothes, put things away, keep desk neat, help clean school room, etc.)</p> <p>Dramatize how you feel when you are glad or happy and angry or sad. Talk about the things that cause you to feel this way.</p> <p>List things we can do if we have upset feelings.</p>	<p>1.9</p> <p>1.27</p> <p>1.32</p> <p>4.1</p> <p>4.2</p> <p>4.9</p> <p>4.30</p>

COMPETENCY 11: Understand and accept others as individuals.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Rights and property of others need to be respected.</p> <p>Sharing, taking turns and giving in occasionally can give pleasure.</p> <p>There is a difference between tattling and concern.</p> <p>Ambivalent feelings are normal.</p>	<p>Discuss why you should respect other people's property and other people's rights. (Rules of play, being punctual, taking turns, leaving other people's belongings alone.)</p> <p>Discuss why all people are important.</p> <p>Make a good-deed box; write about the good things done during the day.</p> <p>Draw pictures of people doing nice things for others.</p> <p>Discuss what it means to "put yourself in someone else's shoes."</p> <p>Explain why we tattletale. Talk about what a good citizen does.</p> <p>Discuss feelings such as, "I want to win the game but I'd have to cheat to win-- should I?" or, "I'm sick-- I want to go to school but I might give my cold to someone else."</p>	<p>1.13 1.20 4.4 4.5 4.11 4.19 4.23 4.26 4.28 4.38</p>

COMPETENCY III: Attain a personal adjustment to a changing society.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
New experiences can give satisfaction.	<p>Make a bulletin board display of pictures of happy people who spend some of their time trying to help others without feeling that they must get something in return.</p> <p>Display pictures of places children would like to go or activities they would like to do and have them tell why they want to do these things.</p>	<p>4.9 4.25 4.27</p>
The home, the school, the church and the community can be nice, warm and safe places to be.	<p>Draw pictures of happy children in families.</p> <p>Write a story about "Why my family is important to me." (See Family Health Unit)</p> <p>Enumerate things which make the world (community) a good place to live. Discuss why these are good and how they help us. (family, friends, community helpers, plants, animals, clothing, work, liberties, recreation) (See Consumer Health and Community Health Units)</p>	<p>1.12 1.26</p>
There are reasons for most rules or laws.	<p>Discuss what "yes" and "no" means. Make "yes" and "no" charts for classroom behavior.</p>	<p>1.16 4.10 4.11 4.15</p>

CONCEPTS (Primary)**SAMPLE LEARNING EXPERIENCES****RESOURCES**

Discuss why these are rules. Make poster with class-developed rules for conduct at school.

Role play a class situation with and without rules.

(See Safety Education and Consumer Health Units)

COMPETENCY 1: Understand and accept themselves.

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
<p>Increasing independence can be achieved. (Care for self and possessions, thinking for self.)</p> <p>Maintenance of self-control without loss of self-respect can be learned.</p> <p>Individuals can develop habits which help them.</p> <p>Learning to evaluate is part of the growing-up process.</p>	<p>Draw pictures illustrating hazards of not and possessions. (books in aisle or feet)</p> <p>Discuss responsibilities you have assumed year and what you hope to assume by fifth, seventh grades.</p> <p>(See Anatomy and Physiology Unit)</p> <p>Demonstrate ways to "let off steam." (thrives, talking, etc.)</p> <p>Discuss: why we fight, what fighting accomplishes, how we understand another person's point of view.</p> <p>Discuss: "Everyone makes mistakes but we learn from these mistakes." Write an example of an experience of this. (or learning from disappointment)</p> <p>Role play good study habits vs poor study habits</p> <p>Discuss the occasional use of "bad" words and if this becomes a habit.</p> <p>Discuss how to use the following in everyday life: "Is it good?" "Is it truthful?" "Is it helpful?"</p>

1: Understand and accept themselves.

mediate)	SAMPLE LEARNING EXPERIENCES	RESOURCES
dependence can Care for self , thinking for	<p>Draw pictures illustrating hazards of not caring for self and possessions. (books in aisle or feet in aisle)</p> <p>Discuss responsibilities you have assumed within the past year and what you hope to assume by fifth, sixth, or seventh grades.</p> <p>(See Anatomy and Physiology Unit)</p>	<p>1.34 4.4 4.12 4.22 7.3</p>
self-control self-respect	<p>Demonstrate ways to "let off steam." (through play, hobbies, talking, etc.)</p> <p>Discuss: why we fight, what fighting accomplishes, how we understand another person's point of view.</p> <p>Discuss: "Everyone makes mistakes but we can learn from these mistakes." Write an example of an actual experience of this. (or learning from disappointments)</p>	<p>1.29 1.30 4.13 4.34 4.36 7.1 7.2</p>
develop lp them.	<p>Role play good study habits vs poor study habits.</p> <p>Discuss the occasional use of "bad" words and what happens if this becomes a habit.</p>	<p>4.6 4.31 4.32 13.1</p>
luate is part up process.	<p>Discuss how to use the following in everyday evaluation: "Is it good?" "Is it truthful?" "Is it helpful?"</p>	

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Skills can be developed to recognize, face and solve problems.</p> <p>A sense of imagination and creativity can bring self-satisfaction.</p>	<p>Select a school problem; work out a possible solution.</p> <p>Develop a list of things about yourself which you would like to improve; then determine how you can begin the improvement of each.</p> <p>Write an essay or role play what another child, adult or animal might do to solve a particular problem.</p> <p>Play games of imagination such as, "If wishes came true," "If I were."</p> <p>Plan and conduct a party, play or special program.</p> <p>Discuss ways to be creative with clay, paint, crayons, wood. etc.</p>	<p>4.7 4.29</p> <p>1.31 6.1</p>

1

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
Respect for the differences in people is important.	<p>Discuss reactions to incidents in stories. How do you feel? Talk about why your feelings in a situation are often different from the feelings of another person. Discuss the acceptability of differences-- handling differences in religion, customs, values.)</p> <p>Develop a poster about the meaning of "friendship."</p>
Happiness is friendship.	<p>Develop in an essay the thought "To have a friend is to have a life."</p> <p>Role play influences that favorably affect friendship and those that adversely affect it.</p> <p>Draw pictures to illustrate the special actions of friends.</p>
Standards for acceptable behavior can be developed cooperatively.	<p>Discuss standards in the classroom in relation to individual and group rights. Formulate standards for acceptable behavior and display on a poster.</p> <p>Form or work with a student council (or student government).</p>
Qualities of leadership and qualities of followership can be developed.	<p>Dramatize "Too many chiefs, not enough Indians. Too many cooks spoil the broth."</p>

understand and accept others as individuals.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
ferences t.	Discuss reactions to incidents in stories. How did <u>you</u> feel? Talk about why your feelings in a situation are often different from the feelings of another person. (Discuss the acceptability of differences-- handicaps, races, religion, customs, values.)	1.1 1.19 1.2 1.24 1.3 1.25 1.6 1.37 1.7 1.38 1.14 4.2 1.17 4.33 1.18
ip.	Develop a poster about the meaning of "friend."	
	Develop in an essay the thought "To have a friend is to be one."	1.28 3.1 4.37
	Role play influences that favorably affect friendship and that adversely affect it.	
	Draw pictures to illustrate the special activities enjoyed by friends.	
ole oped	Discuss standards in the classroom in relation to individual and group rights. Formulate standards for your room and display on a poster.	4.13 4.21
	Form or work with a student council (or student office).	
ip and ship can	Dramatize "Too many chiefs, not enough Indians;" or "Too many cooks spoil the broth."	

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
<p>Older students' behavior and dress influence young children.</p> <p>Growing up involves making criticisms constructive.</p>	<p>List qualities you like in people. Disqualities may be developed.</p> <p>Make a chart showing the qualities of a the qualities of a good leader and discuss each.</p> <p>Discuss the fact that we lead sometimes times. Why?</p> <p>Talk about importance of good citizenship.</p> <p>Write separate lists of what you like a teen-agers-- graph and display class re primary students might feel about fourth graders.</p> <p>Give examples of positive and negative how you feel with each type of criticism.</p> <p>Develop a list of questions to nurture (What is good about, what do you expect don't you think the use of ____ is ple</p>

mediate)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>behavior and e young chil-</p> <p>olves making structive.</p>	<p>List qualities you like in people. Discuss ways these qualities may be developed.</p> <p>Make a chart showing the qualities of a good follower and the qualities of a good leader and discuss the value of each.</p> <p>Discuss the fact that we lead sometimes and follow sometimes. Why?</p> <p>Talk about importance of good citizenship and good sportsmanship.</p> <p>Write separate lists of what you like and do not like about teen-agers-- graph and display class results. Discuss how primary students might feel about fourth, fifth, or sixth graders.</p> <p>Give examples of positive and negative criticism; discuss how you feel with each type of criticism.</p> <p>Develop a list of questions to nurture positive criticism. (What is good about, what do you especially like about, don't you think the use of ____ is pleasing?)</p>	<p>1.22 1.23 3.1</p> <p>4.14 4.21</p>

COMPETENCY III: Attain a personal adjustment to a changing society.

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
<p>Honesty and dishonesty influence you, others and society in general.</p> <p>Growing up necessitates adjustments to new situations and new ideas.</p> <p>Self-respect comes from within you not from material possessions.</p> <p>Common courtesies help inter-personal relationships.</p>	<p>Analyze effects of dishonesty on individuals, community.</p> <p>Discuss differences in ideas of honesty in different cultures.</p> <p>Take field trips to the junior high school chapel to attend. Ask student leaders at the junior high school about the subjects, activities and other services (counseling) found in junior high.</p> <p>Read about famous people (Lincoln, Keller, Pasteur, astronauts).</p> <p>Dramatize thoughtfulness, accepting one's own faults, self-control, rudeness, good manners, sharing, thinking for oneself. Discuss how each makes a difference inside.</p> <p>(See Community Health and Disease Units)</p> <p>Role play different situations which require inter-personal or other social courtesies. (If possible, tie in with lunchroom behavior, guests.)</p> <p>Develop a question box on etiquette.</p>

Attain a personal adjustment to a changing society.

te)	SAMPLE LEARNING EXPERIENCES	RESOURCES
sty influ- d society	<p>Analyze effects of dishonesty on individuals, class and community.</p> <p>Discuss differences in ideas of honesty in different cultures.</p>	<p>1.10 4.31</p>
ates situations	<p>Take field trips to the junior high school children will attend. Ask student leaders at the junior high to talk about the subjects, activities and other services (i.e. counseling) found in junior high.</p>	<p>1.1/ 1.27 3.1 4.20</p>
from material	<p>Read about famous people (Lincoln, Keller, Pasteur, astronauts).</p> <p>Dramatize thoughtfulness, accepting one's own abilities, self-control, rudeness, good manners, sharing, not sharing, thinking for oneself. Discuss how each makes you feel inside.</p> <p>(See Community Health and Disease Units)</p>	<p>1.35 1.11 3.1 4.16 4.35</p>
elp inter- ps.	<p>Role play different situations which require introductions or other social courtesies. (If possible, tie in with lunchroom behavior, guests.)</p> <p>Develop a question box on etiquette.</p>	<p>1.36 4.17 4.21 4.24 7.1</p>

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
<p>Decisions on rules and policies need to be carefully developed.</p>	<p>Make a chart of good manners for playground and classroom.</p> <p>Conduct panel discussion on reasons for school rules.</p> <p>Discuss why early pioneers made rules.</p> <p>(See Consumer Health, Safety Education and Health Units)</p>

SAMPLE LEARNING EXPERIENCES**RESOURCES**

Make a chart of good manners for playground, lunchroom and classroom.

Conduct panel discussion on reasons for school rules.

Discuss why early pioneers made rules.

(See Consumer Health, Safety Education and Community Health Units)

COMPETENCY IV: Understand factors which contribute to emotional and m

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
<p>Emotions are normal.</p> <p>Such emotions as fear, love, hate, jealousy and anger have a variety of expressions.</p> <p>Anger, hate, frustration are caused by certain factors, ways to help one control or accept these emotions may be acquired.</p> <p>There is a need for a balance of activities.</p>	<p>Discuss the fact that fears, anxieties are shared by all children.</p> <p>Illustrate or write paragraphs on "things feel when hurt or angry," "when I wanted couldn't have."</p> <p>Help children list things which adults fear illness. Discuss why they fear these. List measures and reasons for these measures.</p> <p>Draw cartoons illustrating "Happiness is.</p> <p>With whom would you discuss a problem of Is it normal to hate?</p> <p>Write endings for "Misery is..." followed what causes these miseries and how they m</p> <p>Draw a fraction wheel representing a day; activities for a week day and week end day, wheels in relation to need for rest, study, eating, etc.</p> <p>Write paragraphs on how you feel when tired you tired and how to overcome tiredness.</p>

stand factors which contribute to emotional and mental disability.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
	Discuss the fact that fears, anxieties and doubts are shared by all children.	
love, have	Illustrate or write paragraphs on "things I love," "how I feel when hurt or angry," "when I wanted something I couldn't have."	
	Help children list things which adults fear: earthquakes, illness. Discuss why they fear these. List safety measures and reasons for these measures.	
	Draw cartoons illustrating "Happiness is..."	1.4 1.5 1.10 1.15 1.21 1.33 4.8 4.18 4.33 4.34 10.0
are s; or y be	With whom would you discuss a problem of hating someone? Is it normal to hate?	
	Write endings for "Misery is..." followed by discussion of what causes these miseries and how they might be avoided.	
ance	Draw a fraction wheel representing a day; include major activities for a week day and week end day. Discuss the wheels in relation to need for rest, study time, playing, eating, etc.	
	Write paragraphs on how you feel when tired, what makes you tired and how to overcome tiredness.	

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
<p>Certain traits may cause you to like or dislike someone (teasing, practical joke, sense of humor).</p> <p>There are appropriate people to whom you can relate your problems.</p>	<p>Assume your wheel has too many fractions. Write about the value of each fraction.</p> <p>(See Anatomy and Physiology Unit)</p> <p>Write a paper on the most outstanding trait you possess.</p> <p>Make individual lists of traits you possess. Compare results and graph.</p> <p>Make a television box with a series of questions: Are you kind to others? Do you fight? Do you like other people?</p> <p>Write about when "My Feelings Were Hurt."</p> <p>Discuss how hard it is to keep a secret.</p> <p>Discuss with whom you could talk about your problems.</p>

SAMPLE LEARNING EXPERIENCES**RESOURCES**

Assume your wheel has too many fractions. Discuss or write about the value of each fraction of your wheel.

(See Anatomy and Physiology Unit)

Write a paper on the most outstanding trait a person could possess.

Make individual lists of traits you most admire; tally the results and graph.

Make a television box with a series of drawings illustrating: Are you kind to others? Do you lose your temper and fight? Do you like other people?

Write about when "My Feelings Were Hurt."

Discuss how hard it is to keep a secret.

Discuss with whom you could talk about a serious problem?

MENTAL HEALTH RESOURCES

(Review all material; Preview all films)

(* Teacher Reference)

1.0 BOOKS

- 1.1 Yashima, Taro. CROW BOY. Viking, 1955
- 1.2 Bemelmans, Ludwig. MADELINE AND THE BAD HAT. Viking, 1956
- 1.3 D'Aulaire, Ingri. GEORGE WASHINGTON. Doubleday
- 1.4 Bannon, Laura. THE SCARY THING. Houghton, 1956
- 1.5 Bein, Jerrold. SMALLEST BOY IN THE CLASS. Morrow, 1949
- 1.6 Armer, Albera. SCREWBALL. World, 1963
- 1.7 McGinley, Phyllis. PLAIN PRINCESS. Lippincott, 1945
- 1.8 Bailey, Carolyn Sherwin. THE RABBIT WHO WANTED RED WINGS. Platt
- 1.9 Palazzo, Tony. THE LITTLE HEN. Doubleday
- 1.10 Haywood, Carolyn. EDDIE'S PAY DIRT. Morrow, 1953
- 1.11 LeSueur, Meridel. LITTLE BROTHER OF THE WILDERNESS; THE STORY OF

- 1.12 Berquist, Grace. SPECKLES GOES TO SCHOOL. Abingdon, 1952
- 1.13 Sigsgaard, Jens. NILS ALL ALONE. Oxford, 1948
- 1.14 Beim, Lorraine and Jerrold. TWO IS A TEAM. Harcourt
- 1.15 Leaf, Munro. BOO WHO USED TO BE SCARED OF THE DARK. Random
- 1.16 Leaf, Munro. FAIR PLAY. Lippincott, 1939
- 1.17 Clifford Eth. YOUR FACE IS A PICTURE. Seale, 1963
- 1.18 Reich, Hanns. CHILDREN OF MANY LANDS. Hill & Wang, 1964
- 1.19 United States Committee for UNICEF. HI NEIGHBOR. United States
- 1.20 Riwkim-Brick, Anna. DIRK LIVES IN HOLLAND. Macmillan, 1963
- 1.21 McCloskey, Robert. TIME OF WONDER. Viking Press, 1962
- 1.22 Lawson, Robert. THEY WERE STRONG AND GOOD. Viking Press, 1940
- 1.23 McNeer, May. ARMED WITH COURAGE. Abingdon, Press, 1957
- 1.24 Hunter, Edith Fisher. CHILD OF THE SILENT NIGHT. Houghton Mifflin
- 1.25 DeAngelis, Marguerite. THEE, HANNAH. Doubleday, 1960
- 1.26 Anglund, Joan Walsh. A FRIEND IS SOMEONE WHO LIKES YOU. Harcourt
- 1.27 Wooldridge, Rhoda. HANNAH'S BRAVE YEAR. Bobbs-Merrill, 1964
- 1.28 Wolley, Catherine. GINNIE AND THE NEW GIRL. Morrow, 1964

MENTAL HEALTH RESOURCES

(Review all material; Preview all films)

(* Teacher Reference)

- Baro. CROW BOY. Viking, 1955
Ludwig. MADELINE AND THE BAD HAT. Viking, 1956
Ingri. GEORGE WASHINGTON. Doubleday
Mura. THE SCARY THING. Houghton, 1956
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Berä. SCREWBALL. World, 1963
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Grace. SPECKLES GOES TO SCHOOL. Abingdon, 1952
Jens. NILS ALL ALONE. Oxford, 1948
Maine and Jerrold. TWO IS A TEAM. Harcourt
Bo. BOO WHO USED TO BE SCARED OF THE DARK. Random
Bo. FAIR PLAY. Lippincott, 1939
Eth. YOUR FACE IS A PICTURE. Seale, 1963
Ans. CHILDREN OF MANY LANDS. Hill & Wang, 1964
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- 1.30 Archer, Marion Fuller. THERE IS A HAPPY LAND. Whitman, 1963
- 1.31 Kopplin, Dorothea S. SOMETHING TO LIVE BY. Doubleday, 1964
- 1.32 Buck, Pearl. BIG WAVE. Day, 1948
- 1.33 Coburn, John B. ANNE AND THE SAND DOBBIES. Seabury Press, 1964
- 1.34 Alexander, Arthur. HIDDEN YOU. Prentice-Hall, 1962
- 1.35 Goldenson, Robert M. ALL ABOUT THE HUMAN MIND. Random House, 1963
- 1.36 Loeb, Robert H. MANNERS FOR MINORS. Association Press, 1964
- 1.37 Evans, Eva K. ALL ABOUT US. Golden Press, 1947
- 1.38 Little, Jean K. MINE FOR KEEPS. Little, Brown, 1962
- 1.39 Piper, Watty. THE LITTLE ENGINE THAT COULD. Hale

2.0 PUBLIC INQUIRIES BRANCH, PUBLIC HEALTH SERVICE, UNITED STATES DEPARTMENT
AND WELFARE, WASHINGTON, D. C. 20201

- *2.1 Mental Health for Teachers and Pupils. A selected reading list (1961)

3.0 FILMSTRIPS

- 3.1 Developing Your Personality Series (Thinking for Yourself, More than One Things, Leaders and Followers, Promises are Made to Keep, Enjoying Today)

4.0 FILMS

- 4.1 Beginning Responsibilities: Taking Care of Things, Coronet
- 4.2 Care of Pets, EBF
- 4.3 Ugly Duckling, EBF
- 4.4 Helping Johnny Remember, Coronet
- 4.5 Beginning Responsibilities: Other People's Things, Coronet
- 4.6 Your Study Methods, Coronet
- 4.7 Let's Think and Be Safe, McG
- 4.8 Don't Be Afraid, EBF
- 4.9 Beginning Responsibilities: Doing Things For Ourselves in School, Coronet
- 4.10 Manners At School, GP
- 4.11 Beginning Responsibilities: Rules At School, Coronet
- 4.12 You're Growing Up, BF
- 4.13 Ways to Settle Disputes, Coronet

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 Miller. THERE IS A HAPPY LAND. Whitman, 1963
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INGTON, D. C. 20201

Teachers and Pupils. A selected reading list (1961)

Personality Series (Thinking for Yourself, More than One Friend, Trying New
 and Followers, Promises are Made to Keep, Enjoying Today), EBF

Abilities: Taking Care of Things, Coronet

Member, Coronet

Abilities: Other People's Things, Coronet

s, Coronet

e Safe, McG

EBF

Abilities: Doing Things For Ourselves in School, Coronet

GP

Ability: Rules At School, Coronet

BF

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- 4.15 Let's Play Fair, Coronet
- 4.16 Holiday From Rules, Porta
- 4.16 Boyhood of Abraham Lincoln, Coronet
- 4.17 Exchange Greetings and Introductions, McG
- 4.18 The Other Fellow's Feelings, YAF
- 4.19 Courtesy for Beginners, Coronet
- 4.20 Junior High-- A Time of Change, McG
- 4.21 Everyday Courtesy, Coronet
- 4.22 Glen Wakes Up, Coronet
- 4.23 Fairness for Beginners, Coronet
- 4.24 Words of Courtesy, Coronet
- 4.25 The Fun of Making Friends, Coronet
- 4.26 Getting Along with Others, Coronet
- 4.27 Kindness to Others, Coronet
- 4.28 Let's Share with Others, Coronet
- 4.29 Ways to Good Habits, Coronet
- 4.30 What To Do About Upset Feelings, Coronet
- 4.31 Am I Trustworthy, Coronet
- 4.32 Developing Responsibility, Coronet
- 4.33 Golden Rule: A Lesson for Beginners, Coronet
- 4.34 Learning From Disappointments, Coronet
- 4.35 Johnny Appleseed, Coronet
- 4.36 Age of Turmoil, McG
- 4.37 Personality Development, BF
- 4.38 Jimmy Rabbit, BF

6.0 NATIONAL EDUCATION ASSOCIATION JOURNAL

- *6.1 Unfinished Stories (in 1964, 1965, and 1966 issues)

7.0 WASHINGTON STATE DAIRY COUNCIL, 2366 EASTLAKE AVENUE EAST, ROOM 206, or 323 PEYTON BUILDING, NORTH 10 POST STREET, SPOKANE, WASHINGTON 9

- 7.1 Who Me
- 7.2 How Am I Doing
- 7.3 Doing Better at Work and Play

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ON ASSOCIATION JOURNAL

es (in 1964, 1965, and 1966 issues)

DAIRY COUNCIL, 2366 EASTLAKE AVENUE EAST, ROOM 206, SEATTLE, WASHINGTON 98102
BUILDING, NORTH 10 POST STREET, SPOKANE, WASHINGTON 99201

Work and Play

*10.0 SCIENCE RESEARCH ASSOCIATES, 259 EAST ERIE, CHICAGO, ILLINOIS 60611

Building Self-Confidence in Children
Developing Responsibility in Children
Fears of Children
Growing Up Emotionally
Helping Children Develop Moral Values
Helping Children Solve Problems
How Children Grow and Develop
Making and Keeping Friends
Understanding Hostility in Children
What Are You Afraid of?
What is Honesty?
When Children Face Crises
Why Children Misbehave
You and Your Abilities

*13.0 EQUITABLE LIFE ASSURANCE SOCIETY, 1285 AVENUE OF THE AMERICAS, NEW YORK, NEW YORK 10019

13.1 Habits, Habits, Habits

NUTRITION

Overview

As a nation we eat well; as individuals we may not. Two things may account for this: the unsolved mysteries of nutrition and the inadequate teaching of what is already known about nutrition. The challenge of nutrition education is to break the traditional boredom of memorizing nutrients and deficiency diseases and instead move into exploration of psychological, sociological and physiological implications of eating patterns. Eating is essential for life; a variety of food assures good nutrition; there must be a balance of calorie intake and output, etc. These are the overall ideas needed rather than the name and process of each digestive enzyme.

Rat feeding demonstrations need to be scheduled so that all students at some time learn from these, but care should be taken to avoid having this demonstration too often in one school.

Boys need nutrition education as much as girls. Working mothers, parents now sharing household responsibilities, career possibilities in areas related to foods and parental influence on childrens' eating habits all necessitate nutrition education for boys.

Nutrition is easily integrated and correlated with the total school program. The lunch program is a natural laboratory for nutrition work. Social studies may consider the interrelationships of food supply and world peace. Home economics classes will cover much of this material. Within

health education, the Family Health Unit can include pregnancy and eating habits, parental influence on food likes and dislikes and parents' responsibility for the health of their children which of course includes eating adequately; Mental Health may incorporate such things as pride in food traditions of the family.

Good nutrition is a lot of common sense. Help in determining what is accurate and what is nonsense is available from the Home Economics Departments of the universities and colleges; the Extension Service, Institute of Agricultural Science, Washington State University; the Nutrition Division of the Washington State Health Department or the Home and Family Education, Division of Vocational Education, State Office of Public Instruction.

(See general resources, elementary: 1.1, 1.3, 1.7, 5.1, 7.4, 7.21, 8.1, 8.2, and 8.3; secondary: 1.17)

COMPETENCIES

Competency I: Students know the relationship of food, growth and health.

Competency II: Students enjoy a variety of food.

Competency III: Students critically evaluate food selection.

COMPETENCY 1: Know relationship of food, growth and health.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
All living things need food.	Observe growth of seeds and plants in soil; use soil with insufficient nutrients, adequate nutrients and too many nutrients.	1.1 1.3 1.5 1.15 1.16 2.7 3.1 3.4 4.4 4.12
	Discuss what makes us hungry. (time of day, suggestion)	7.1 7.9 7.10 7.13 7.17 7.20 7.22 7.23
	Make a Mr. Breakfast Man. (hot bowl of cereal, head--orange, body--bottle of milk, etc.)	
	Draw pictures of where people eat: home, school, picnics, parties.	
	Make a trip to the farm, pet store or zoo. Ask farmer, store or zoo manager about the foods the animals eat.	
Food helps us grow and do things.	Keep an individual weight and health chart.	
	Observe eating habits of pets: a small kitten and a large dog. Why the difference, if any?	
	Compare what you eat to what a younger sister or brother eats.	
	Ask the kitchen manager to explain the different size serving for: first grader, sixth grader, teacher, large eaters and small eaters. Discuss why one child may eat more than another.	

CONCEPTS (Primary)**SAMPLE LEARNING EXPERIENCES****RESOURCES**

Have the lunchroom supervisor or kitchen manager explain why we use the type A pattern for school lunch.

Discuss why: we get sleepy when we eat too much; we work better if we eat breakfast; babies are less chubby after they learn to crawl and walk; we are not hungry when we are sick; we are very hungry when we get well; bears need to eat when they hibernate.

COMPETENCY 11: Enjoy a variety of food.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
Food is good.	<p>Visit the lunchroom and meet the workers who will serve lunch. (They may have a carrot curl or radish rose for each child.)</p> <p>Practice going to the lunchroom for lunch or arrange the classroom for room service.</p> <p>Elect a host and hostess for the tables at lunch time. Discuss the responsibilities of the host and hostess.</p> <p>Have the lunchroom workers help in providing raw and cooked foods for a tasting party.</p> <p>Relate the foods we eat to those in the stories we read. Porridge--cereal--Three Bears Cottage Cheese--Little Miss Muffit</p> <p>Make a bulletin board display of new foods served in lunchroom or encountered in restaurants.</p> <p>Prepare a "Foods I Like" book and/or chart. Add to the chart new foods eaten in the school lunchroom.</p> <p>Write a letter to mother to invite her to have lunch with you during National School Lunch Week (week following the second Sunday in October) or invite her to a special holiday party.</p>	<p>1.1 1.3 1.10 1.14 1.16 1.17 1.18 1.30 3.5 4.9 4.14 4.20 4.22 7.15</p>

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
	<p>Plan a party and with the help of the lunchroom workers, make party foods: (dried milk and peanut butter confections, dried fruit confections, no-bake cookies, fruit finger foods, pop corn balls, butter, junket, fruit jello. Secure recipes from the school kitchen.)</p> <p>Make a chart of United Nations Countries. Illustrate special foods of each. Show the foods served in the school lunchroom which are related to other countries.</p> <p>Bean dishes-----Mexico Rice-----China Spaghetti-----Italy, etc.</p> <p>Write a letter to the lunchroom workers:</p> <ol style="list-style-type: none"> 1. Inviting them to a special program on foods we like to eat. 2. Thanking them for the school lunch foods you particularly like. 3. For a special lunch you liked. 4. Thanking them for a tasting party. 5. Thanking them for helping you make foods for your party or 6. Thanking them for showing you the kitchen. 	

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>There are many kinds of foods.</p>	<p>Discuss traditional holiday foods. (Which ones are served in the home? Which ones are served at school?)</p> <p>Make giant paintings of fruits and vegetables on giant paper sacks. Cut holes for head and arms (use for costumes in plays or skits). Tell class what is liked about each food.</p> <p>Visit: a fruit and vegetable stand, meat market, bakery, dairy store, or food stores which service the school lunch program. Then follow up visit with some of learning experiences below.</p> <p>Make a chart depicting the vegetables that:</p> <ul style="list-style-type: none"> grow above the ground grow below the ground that have leaves that are red, yellow, white, etc. <p>Develop a bulletin board of fruits that grow on bushes, vines, trees.</p> <p>Visit the lunchroom to ask about the different types of bread that are baked for school lunches: corn bread, muffins, baking powder biscuits, yeast rolls, sweet rolls, etc.</p>	<p>1.7</p> <p>1.8</p> <p>1.10</p> <p>1.13</p> <p>1.18</p> <p>1.20</p> <p>1.22</p> <p>1.30</p> <p>3.2</p> <p>3.7</p> <p>4.5</p> <p>4.6</p> <p>4.10</p> <p>4.16</p> <p>4.17</p> <p>4.18</p> <p>4.19</p> <p>4.23</p>

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
	<p>Make a chart depicting foods which come from animal and poultry sources.</p> <p>Make a chart of fruits and vegetables available in your community. Check those served in the school lunchroom, those served at home, those you have learned to eat this year.</p>	<p>7.7 7.8 7.9 7.14 7.16 7.18 7.19 11.3 11.4 11.5 12.5</p>

COMPETENCY III: Critically evaluate food selection.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES												
Some foods may be better than others for you.	<p>Have children make "Nutrition Blocks" out of construction paper.</p> <p>Use different colors to illustrate the different nutrients such as:</p> <table><tr><td>Brown---</td><td>minerals</td></tr><tr><td>Red---</td><td>protein</td></tr><tr><td>Green---</td><td>vitamins</td></tr><tr><td>Blue---</td><td>carbohydrate</td></tr><tr><td>White---</td><td>water</td></tr><tr><td>Yellow---</td><td>fat</td></tr></table> <p>(It is not necessary for primary children to learn the nutrients or the composition of foods. It is enough to show that foods are made up of materials which are the building blocks of our bodies.)</p> <p>Show that some foods have more of one nutrient than other foods have. Discuss why it is important for us to eat many types of foods.</p> <p>Make mobiles or charts of "After-School Snack" foods. Discuss why mother may give an apple after school rather than a piece of cake?</p>	Brown---	minerals	Red---	protein	Green---	vitamins	Blue---	carbohydrate	White---	water	Yellow---	fat	<p>1.1 1.3 1.17 2.7</p>
Brown---	minerals													
Red---	protein													
Green---	vitamins													
Blue---	carbohydrate													
White---	water													
Yellow---	fat													

COMPETENCY 1: Know relationship of food, growth and health.

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
<p>We need a constant supply of food.</p>	<p>Make a bulletin board of all reasons why we need food for health, growth, energy, feel better, etc.</p> <p>Let students develop a papier-mache exhibit of "snack" foods. Discuss how wholesome these are to our supply of food.</p> <p>Plan imaginary voyage or trip requiring food.</p> <p>Lead class discussion around such questions: "Why do we need food?" "What makes us grow?" "How do we know when to eat?" "Why?" "Do all people eat the same amount of meals each day?" Compare how often we feed our pets.</p> <p>Draw and label the digestive tract or diagram of the digestive tract. Discuss how a hamburger is digested. (Show the digestive tract is constantly moving and dividing cells.)</p> <p>Invite a nurse or doctor to talk about the relationship between good food and good physical development.</p> <p>Ask the lunchroom supervisor to work with students in planning menus for a school camp expedition. Compare with astronaut's diet or K rations with rationing.</p>

Know relationship of food, growth and health.

ate)	SAMPLE LEARNING EXPERIENCES	RESOURCES
supply	<p>Make a bulletin board of all reasons why we eat: dental health, growth, energy, feel better, etc.</p> <p>Let students develop a papier-mache exhibit of wholesome "snack" foods. Discuss how wholesome snacks contribute to our supply of food.</p> <p>Plan imaginary voyage or trip requiring survival diet.</p> <p>Lead class discussion around such questions: "Why do we need food?" "What makes us grow?" "How often do we need to eat?" "Why?" "Do all people eat the same number of meals each day?" Compare how often we eat to how often we feed our pets.</p> <p>Draw and label the digestive tract or build a papier-mache digestive tract. Discuss how a hamburger becomes "you." (Show the digestive tract is constantly at work to supply cells.)</p> <p>Invite a nurse or doctor to talk about the relationship between good food and good physical development.</p> <p>Ask the lunchroom supervisor to work with the children in planning menus for a school camp experience. Compare with astronaut's diet or K rations with the camp menus.</p>	<p>1.1 1.2 1.3 1.4 1.16 1.19 1.23 1.25 1.26 3.6 4.2 4.3 4.13 4.21 7.1 7.11 7.12 12.3</p>

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
<p>All nutrients are available through food.</p>	<p>List foods you dislike and find substitute ing same nutritional value.</p> <p>Build different foods with nutritional bloc parisons. (No need to memorize nutrients.)</p> <p>Make papier-mache fruits and vegetables. (and vegetables, cover with two layers of to used and saved, and wallpaper paste. Dry, fruit or vegetable, paste forms together wi of towel, paint.)</p> <p>Work with the lunchroom supervisor to demon result of the type A lunch on rats.</p> <p>Use guinea pig to illustrate the importance foods in the diet.</p> <p>Discuss "snack" for: after school, a boy s after a Saturday matinee.</p> <p>Visit the school lunch kitchen to find out foods to conserve nutritional value. (refr freezer, cold and dry etc.) List foods we could not) have without canning, processing ing.</p>

SAMPLE LEARNING EXPERIENCES	RESOURCES
List foods you dislike and find substitute foods supplying same nutritional value.	1.2
Build different foods with nutritional blocks; make comparisons. (No need to memorize nutrients.)	1.4
Make papier-mache fruits and vegetables. (Oil real fruit and vegetables, cover with two layers of torn paper towels, used and saved, and wallpaper paste. Dry, slit, remove fruit or vegetable, paste forms together with one strip of towel, paint.)	1.16
Work with the lunchroom supervisor to demonstrate the result of the type A lunch on rats.	1.24
Use guinea pig to illustrate the importance of vitamin C foods in the diet.	1.25
Discuss "snack" for: after school, a boy scout hike, after a Saturday matinee.	1.27
Visit the school lunch kitchen to find out how they store foods to conserve nutritional value. (refrigerator, freezer, cold and dry etc.) List foods we cannot (or could not) have without canning, processing or refrigerating.	1.28
	2.7
	4.1
	4.7
	4.15
	7.3
	12.1
	12.2

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES	RESOURCES
	<p>Make a bulletin board display depicting four food groups, as a four stage rocket trip to the moon. (Moon represents good health.) Discuss why foods are in four basic groups or grouping.</p> <p>Make posters of various foods that are composed largely of milk, substitutes for meat, etc.</p> <p>Discuss why coffee and tea have no nutrition value to the body.</p> <p>Discuss possible reasons why we eat desserts last at meal time.</p> <p>Students plan, guide and evaluate the rat feeding demonstration.</p>	

COMPETENCY 11: Enjoy a variety of foods.

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
New and different foods can add interest to eating.	<p>Divide class into "try out" committees for or unusual foods. (Ask mothers to help plan)</p> <p>Discuss what your favorite food is at birth Thanksgiving, etc. What do children in other countries eat during their holidays?</p> <p>List foods discovered in America. How many Thanksgiving foods?</p> <p>Ask the lunchroom supervisor to help the national Week menus for the school lunch</p> <p>Make a list of the foods we have learned to us from other countries.</p>
Many factors affect which foods we eat.	<p>Draw taste buds; have blindfolded tasting. What tastes affect what we select to eat?</p> <p>Role play ways to encourage a relaxed meal. How to create tensions during meal time. Discuss manners and reasons why manners are used.</p> <p>Have a committee check plate waste for a variety of what foods are not eaten in the lunchroom type A lunch and home packed lunches. Discuss why foods were not eaten. Discuss how we learn to eat.</p> <p>Discuss TV advertisements and family food</p>

Enjoy a variety of foods.

ate)	SAMPLE LEARNING EXPERIENCES	RESOURCES
Foods can ing.	<p>Divide class into "try out" committees for new, different or unusual foods. (Ask mothers to help plan this project.)</p> <p>Discuss what your favorite food is at birthdays, Christmas, Thanksgiving, etc. What do children in other lands eat on their holidays?</p> <p>List foods discovered in America. How many are traditional Thanksgiving foods?</p> <p>Ask the lunchroom supervisor to help the class plan International Week menus for the school lunch program.</p> <p>Make a list of the foods we have learned to eat which came to us from other countries.</p>	<p>1.29</p> <p>6.2</p>
which	<p>Draw taste buds; have blindfolded tasting test. Do food tastes affect what we select to eat?</p> <p>Role play ways to encourage a relaxed meal time and ways to create tensions during meal time. Discuss table manners and reasons why manners are used.</p> <p>Have a committee check plate waste for a week to determine what foods are not eaten in the lunchroom from both the type A lunch and home packed lunches. Discuss why these foods were not eaten. Discuss how we learn to like foods.</p> <p>Discuss TV advertisements and family food likes.</p>	<p>1.2</p> <p>1.21</p> <p>1.25</p> <p>1.27</p> <p>1.29</p> <p>3.3</p> <p>6.2</p> <p>6.3</p> <p>7.5</p>

COMPETENCY III: Critically evaluate food selection.

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
<p>Some foods do more for us than others.</p>	<p>Students plan, guide and evaluate the stration.</p> <p>Discuss food fads and the problem of g information. (Change in knowledge, di etc.) Discuss how to tell the differe facts and misinformation.</p> <p>Discuss best ways of spending allowance treats (emphasize best time to eat sna</p>

lly evaluate food selection.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
	<p>Students plan, guide and evaluate the rat feeding demonstration.</p> <p>Discuss food fads and the problem of getting reliable information. (Change in knowledge, differences in opinion, etc.) Discuss how to tell the difference between food facts and misinformation.</p> <p>Discuss best ways of spending allowance money on food treats (emphasize best time to eat snacks)</p>	<p>1.1 6.1 1.16 7.2 1.25 7.6 1.26 11.1 1.27 11.2 1.29 2.3 2.4 2.5 4.11</p>

NUTRITION EDUCATION RESOURCES

(Preview all films; Review all materials),

(* Teacher Reference)

1.0 BOOKS

- *1.1 NUTRITION EDUCATION IN ACTION. Holt, 1963
- 1.2 Jupo, Frank. NOTHING TO EAT BUT FOOD. Dutton, 1954
- *1.3 Irwin, Leslie and others. HEALTH IN ELEMENTARY SCHOOLS. Mosby, 1963
- 1.4 Eberle, Irmengarde. BASKETFUL: THE STORY OF FOOD. Crowell, 1946
- 1.5 Martin, Ethel Auston. NUTRITION ACTION. Holt, 1963
- 1.7 Floethe, Louise Lee. FARMER AND HIS COWS. Scribner, 1957
- 1.8 Eberle, Irmengarde. APPLE ORCHARD. Walck, 1962
- 1.10 Allee, Veva E. ABOUT THE VEGETABLES ON YOUR PLATE. Melmont, 1960
- 1.13 Colonius, Lillian. AT THE BAKERY. Melmont, 1954
- 1.14 Russell, Solveig. SUGARING TIME. Abingdon, 1961
- 1.15 Jordan, Helene. HOW A SEED GROWS. Crowell, 1960
- 1.16 Reidman, S.R. FOOD FOR PEOPLE. Abelhard-Schuman, 1954
- *1.17 Willgoose, Carl E. HEALTH EDUCATION IN THE ELEMENTARY SCHOOL. Sa
- 1.18 Russell, Solveig P. ABOUT FRUIT. Melmont, 1962
- 1.19 Wilson, Mitchell. THE HUMAN BODY. Golden Press, 1959
- 1.20 Guilcher, J. A FRUIT IS BORN. Sterling, 1963
- 1.21 Breetveld, Jim. GETTING TO KNOW THE FAO; HOW U.N. CRUSADERS FIGHT
- 1.22 Buehr, Walter. BREAD, THE STAFF OF LIFE. Morrow, 1959
- *1.23 Fenton, Carroll L. PETS' COOK BOOK. Knopf, 1964
- 1.24 Georgiou, Constantine. WHITEY AND WHISKERS AND FOOD. Harvey House
- 1.25 Mickelsen, Olaf. NUTRITION SCIENCE AND YOU. McGraw-Hill, 1964
- 1.26 Zim, Herbert. YOUR FOOD AND YOU. Morrow, 1957
- 1.27 Boyd, John. THE WONDERFUL WORLD OF FOOD. Garden City Books, 1958
- 1.28 Faber, Doris. MIRACLE OF VITAMINS. Putnam, 1964
- 1.29 Ames, Gerald and Wyler, Rose. FOOD AND LIFE. Creative Education
- 1.30 Fenton, Carroll L. FRUITS WE EAT. Day, 1961

NUTRITION EDUCATION RESOURCES

(Preview all films; Review all materials)

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ON EDUCATION IN ACTION. Holt, 1963
Frank. NOTHING TO EAT BUT FOOD. Dutton, 1954
Leslie and others. HEALTH IN ELEMENTARY SCHOOLS. Mosby, 1965
Irmengarde. BASKETFUL: THE STORY OF FOOD. Crowell, 1946
Ethel Auston. NUTRITION ACTION. Holt, 1963
Louise Lee. FARMER AND HIS COWS. Scribner, 1957
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Veva E. ABOUT THE VEGETABLES ON YOUR PLATE. Melmont, 1960
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S.R. FOOD FOR PEOPLE. Abelhard-Schuman, 1954
se, Carl E. HEALTH EDUCATION IN THE ELEMENTARY SCHOOL. Saunders, 1959
Solveig P. ABOUT FRUIT. Melmont, 1962
Mitchell. THE HUMAN BODY. Golden Press, 1959
r, J. A FRUIT IS BORN. Sterling, 1963
ld, Jim. GETTING TO KNOW THE FAO; HOW U.N. CRUSADERS FIGHT WORLD HUNGER. Coward-McCann, 1962
Walter. BREAD, THE STAFF OF LIFE. Morrow, 1959
Carroll L. PETS' COOK BOOK. Knopf, 1964
u, Constantine. WHITEY AND WHISKERS AND FOOD. Harvey House, 1964
en, Olaf. NUTRITION SCIENCE AND YOU. McGraw-Hill, 1964
rbert. YOUR FOOD AND YOU. Morrow, 1957
ohn. THE WONDERFUL WORLD OF FOOD. Garden City Books, 1958
Doris. MIRACLE OF VITAMINS. Putnam, 1964
erald and Wyler, Rose. FOOD AND LIFE. Creative Education Society, 1966
Carroll L. FRUITS WE EAT. Day, 1961

2.0 UNITED STATES DEPARTMENT OF AGRICULTURE, HUMAN NUTRITION RESEARCH DIVISION, WASHINGTON,
D. C. 20402

*2.7 Nutritive Value of Foods

FOOD AND DRUG ADMINISTRATION, 909 FIRST AVENUE, SEATTLE, WASHINGTON 98104

*2.4 Read The Label

*2.5 Your Money and Your Life

*2.3 Food Facts vs Food Fallacies

3.0 FILMSTRIPS

3.1 Skimpy and A Good Breakfast, WSH

3.2 How We Get Our Foods, SVE

3.3 Food, EBF

3.4 Your Food, EBF

3.5 Let's Have A Party, SVE

3.6 How Food Becomes You, WDC

3.7 Milk From Farm To You, WDC

4.0 FILMS

4.1 Eat For Health, WSH

4.2 Exploring Your Growth, WSH

4.3 Nutrition Needs of Our Bodies, Coronet

4.4 Eat Well, Grow Well, Coronet

4.5 Foods From Grains, Coronet

4.6 Uncle Jim's Dairy Farm, WDC

4.7 Your Food, McG

4.9 Let's Keep Food Safe To Eat, Coronet

4.10 Why Eat Our Vegetables, Coronet

4.11 Food For Freddy, WSG

4.12 Exploring Your Growth, CF

4.13 Something You Didn't Eat, WSH

4.14 Stanley Takes A Trip, WSH

4.15 Two Little Rats and How They Grew, WSH

4.16 I Can Run Like the Wind, WSH

I Feel Great, WSH

- 4.18 Picture of Health, WSH
- 4.19 Stamina, WSH
- 4.20 Good Eating Habits, Coronet
- 4.21 Y-O-U The Living Machine, WSH
- 4.22 Alexander Learns Good Health, Coronet
- 4.23 My Milkman Joe, WDC

5.0 AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION
WASHINGTON, D. C. 20036

- *5.1 Teaching Nutrition in the Elementary School

6.0 TODAY'S HEALTH

- *6.1 Maddox, Gaynor. "The Superstitious Side of Eating." December
- *6.2 Maddox, Gaynor. "How To Celebrate Thanksgiving in Ten Languages"
- *6.3 Maddox, Gaynor. "Colonial Recipes for the Jet Age." December

7.0 WASHINGTON STATE DAIRY COUNCIL, 2366 EASTLAKE AVENUE EAST, RAINIER
WASHINGTON 98102 or 323 PEYTON BUILDING, NORTH 10 POST STREET

- 7.1 How Your Body Uses Food
- 7.2 Is It True?
- 7.3 Snacks, Why, When, What, How
- *7.4 Nutrition Handbook
- 7.5 It's Always Breakfast Time Somewhere (posters and booklets)
- 7.6 Animal Feeding Demonstration
- 7.7 Our Food, Where It Comes From
- 7.8 Uncle Jim's Dairy Farm
- 7.9 Animals That Give People Milk
- 7.10 How I Grow
- *7.11 Doing Better At Work and Play
- *7.12 Growing Up
- 7.13 Your Health-- How Can You Help
- 7.14 More Milk Please
- 7.15 Surprise for Mother
- 7.16 Let's Make Butter
- 7.17 Every Day Eat the 1-2-3-4 Way (poster and pamphlet)

Picture of Health, WSH
Stamina, WSH
Good Eating Habits, Coronet
-O-U The Living Machine, WSH
Alexander Learns Good Health, Coronet
My Milkman Joe, WDC

AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION, 1201 SIXTEENTH STREET N.W.,
WASHINGTON, D. C. 20036

Teaching Nutrition in the Elementary School

TODAY'S HEALTH

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Radcliff, Gaynor. "How To Celebrate Thanksgiving in Ten Languages." November, 1965
Radcliff, Gaynor. "Colonial Recipes for the Jet Age." December, 1965

WASHINGTON STATE DAIRY COUNCIL, 2366 EASTLAKE AVENUE EAST, ROOM 206 ARIES BUILDING, SEATTLE,
WASHINGTON 98102 or 323 PEYTON BUILDING, NORTH 10 POST STREET, SPOKANE, WASHINGTON 99201

How Your Body Uses Food
Is It True?
Snacks, Why, When, What, How
Nutrition Handbook
It's Always Breakfast Time Somewhere (posters and booklets)
Animal Feeding Demonstration
Our Food, Where It Comes From
Uncle Jim's Dairy Farm
Animals That Give People Milk
How I Grow
Being Better At Work and Play
Growing Up
Our Health-- How Can You Help
More Milk Please
Surprise for Mother
Let's Make Butter
Every Day Eat the 1-2-3-4 Way (poster and pamphlet)

- 7.18 Dairy Farm Panorama Kit
- 7.19 Urban Panorama Kit
- 7.20 Make Lunch Count

CEREAL INSTITUTE, INC., 135 SOUTH LASALLE STREET, CHICAGO, ILLINOIS 60603

- *7.21 Better Breakfast Activities
- 7.22 A Basic Breakfast Pattern
- 7.23 Grains-- Origin of Breakfast Cereals (booklet, chart, and filmstrip)

8.0 DEPARTMENT OF NUTRITION, WASHINGTON STATE HEALTH DEPARTMENT, PUBLIC HEALTH BUILDING, OLYMPIA, WASHINGTON 98501

- *8.1 Nutrition Books-- Recommended and Non-Recommended
- *8.2 Bibliography of Nutrition Education Materials
- *8.3 Suggestions For Teaching Nutrition in Elementary Grades

11.0 ANTI-TUBERCULOSIS LEAGUE OF KING COUNTY, 5118 ARCADE BUILDING, SEATTLE, WASHINGTON 98101

- 11.1 Foodway To Follow
- 11.2 It's All In Knowing How
- 11.3 Juice Time
- 11.4 My Apple (poster)
- 11.5 Orange Clock

12.0 AMERICAN INSTITUTE OF BAKING, CONSUMER SERVICE DEPARTMENT, 400 E. ONTARIO STREET, CHICAGO, ILLINOIS

- 12.1 The Food Mobile
- 12.2 Your Guideline to Nutrients
- 12.3 The Pack-It Meal
- 12.5 Bread in the Making

S A F E T Y E D U C A T I O N

Overview

At all age levels, accidents are a leading cause of death; in addition, injuries from accidents number in the thousands. Myths such as "accidents just happen" or "it can't happen to me" stand in the way of diminishing the pain and suffering of this health problem.

Knowledge about what one is doing, whether it is how to do something or the limitations of an action or equipment, enters into accident prevention. Attitudes, some of which are not obvious, guide behavior and lead one into or away from a hazardous situation. In some cases strength, skill, endurance, and other physical assets help or encourage accidents. Extensive research is attempting to give us some understanding and some solutions to the accident problem.

Competencies I and II are listed separately to show that each individual has a responsibility for prevention of accidents to himself as well as to others. However, it is difficult to separate these in actual practice, so many learning experiences could apply for both.

General teacher references for elementary grades are: 2.5, 5.2, 5.4, 5.5, 11.4, 11.2, 11.16, 11.17, 11.18, 11.21, 11.24 and 11.25.

COMPETENCIES

- Competency I: Students prevent accidents through the application and skills.
- Competency II: Students assume individual and community responsibility.
- Competency III: Students exhibit appropriate responses to hazardous materials (see pages following Intermediate Unit)

COMPETENCIES

Students prevent accidents through the application of safety knowledge, attitudes and skills.

Students assume individual and community responsibility for accident prevention.

Students exhibit appropriate responses to hazardous and emergency situations. (See pages following Intermediate Unit)

COMPETENCY 1: Prevent accidents through knowledge, attitudes and skills.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
Safe practices get us to school and home safely.	<p>Walk to major crosswalks with a patrol boy to practice where, when and how streets should be crossed. (Have each primary student and his parents fill out "the safest route to school" on a blank map which student takes home.)</p> <p>Make traffic lights (milk carton covered with paper with appropriate colors). Mount on a stick and play traffic games. Follow this with appropriate coloring of mimeographed stop and go signs.</p> <p>Make a chalk drawing of an intersection on the playground and dramatize ways to cross unguarded streets. Then practice crossing streets that are unpatrolled. (Look both ways before crossing the street, do not run across, etc.)</p> <p>"Experience" new words by going to a street near school and stand on "corner", "crosswalk", "curb", etc. Then write a chart story composed by the class using new words and safety rules.</p> <p>Dramatize "Lost Child Game". One child is lost and another is a policeman. (Each child review home address, telephone number, and name. Learn how to use a phone.)</p>	<p>1.4 1.5 1.6 1.9 3.1 3.2 3.3 3.17 4.29 4.44 4.50 4.52 6.1 6.2 6.3 11.15 11.16 11.17 11.18 11.23 11.25</p>

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
	<p>Draw or mark off a street on the classroom floor. Use toy cars to demonstrate dangers of walking out between parked cars, stepping off curbs without looking both ways, and turning cars, especially free right turns by cars.</p> <p>Plan with teacher a quiet time just before dismissal to create a happy frame of mind before starting home; discuss why this is important.</p> <p>Do exercises involving Walk and No Walk signs.</p> <p>Dramatize safe bus behavior. Arrange chairs to represent the bus. Show the correct way of boarding, riding, and leaving the bus, and crossing in front of bus.</p> <p>Discuss respect and obedience for bus drivers and patrols. (The first day children wear name tags with the bus number on them.)</p> <p>Dramatize a situation emphasizing how you would like your bus to be if you were the bus driver. Make a chart of bus rules developed by the class.</p> <p>Draw pictures illustrating ways in which children might be approached by strangers and discuss what to do in each situation. Make a list of Do's and Don't's regarding strangers.</p>	

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Practices of safety and courtesy help prevent accidents at school.</p>	<p>Invite a fireman to explain why we have fire drills and why regulations are required. Have actual practice of a fire drill. Choose alternate routes from class and routes from lunchroom and lavatories.</p> <p>Make charts showing how right and left change as direction changes; correlate it to behavior in halls and on stairs. Demonstrate: the careful way to walk up and down stairs, one step at a time; walking at a controlled rate in the halls; opening doors; going around corners; staying to the right; etc.</p> <p>Demonstrate how to enter and leave the building. (avoid pushing, shoving, and tripping; keep hands to ourselves; single file; open doors properly; keep shoes tied; wear scarves properly; keep hat off forehead and eyes)</p> <p>Discuss safety practices related to all rooms and areas of school such as lavatory conduct and courtesy.</p> <p>Visit designated play areas and discuss rules for the use of area and equipment. Demonstrate how to use swings, slides, teeter-totters and other equipment. Ask the physical education teacher to demonstrate correct way of handling ropes. (Use safety factors as they relate to physical education.)</p>	<p>1.8 3.4 3.5 3.6 3.7 3.22 4.30 4.45 4.46 4.53 11.8 11.9 11.12 11.16 11.17 11.18 11.23 11.25</p>

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Practices of safety and courtesy help prevent accidents away from school.</p>	<p>Demonstrate proper carrying procedures for school materials, trays or plates of food, etc. (Extend scissors to others with points towards you; do not move around with scissors, balance food on trays.)</p> <p>Make a display of toys or small play equipment which can be dangerous if not correctly used. (marbles, hard balls, jump ropes, sling shots, dart games, bows and arrows, etc.) Discuss why each may be dangerous.</p> <p>List rules developed by class for "Safe Play" (keep marbles and other small objects out of mouth, nose, ears; do not run with pointed objects; no throwing of hard objects; danger of some toys such as sling shots and bows and arrows).</p> <p>Dramatize what to do if a ball goes into a street.</p> <p>Make a map of the neighborhood indicating safe places for play and recreation.</p> <p>Draw pictures of places or things to avoid during play. (R.R. tracks, refrigerators, caves). Discuss why these are dangerous.</p> <p>Make a collection of magazine pictures to be used in a chart depicting household products, areas, or equipment which may be dangerous. Assemble pictures by rooms in a house.</p>	<p>1.7 11.25</p> <p>1.9</p> <p>3.8</p> <p>3.9</p> <p>3.10</p> <p>3.12</p> <p>3.14</p> <p>3.15</p> <p>4.17</p> <p>4.27</p> <p>4.29</p> <p>4.49</p> <p>4.50</p> <p>4.51</p> <p>4.55</p> <p>6.1</p> <p>11.1</p> <p>11.5</p> <p>11.6</p> <p>11.14</p> <p>11.16</p> <p>11.17</p> <p>11.18</p> <p>11.23</p>

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
	<p>Discuss simple safety rules regarding electric light cords, sockets and use of small appliances.</p> <p>Make a display of plants to avoid (pictures or illustrations may be used). Survey neighborhood to see how many grow in your neighborhood.</p> <p>Discuss reasons for avoiding strange dogs and cats. Ask Humane Society representative how to act around strange animals.</p> <p>Discuss water safety and boating safety rules.</p>	

COMPETENCY 11: Assume individual and community responsibility for accident prevention.

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
You can prevent accidents.	<p>Draw pictures showing how the unsafe practices of pedestrians may be the cause of accidents.</p> <p>Dramatize how the lack of courtesy may cause confusion and danger on stairs, at drinking fountains, etc. and cause others to have accidents.</p> <p>Discuss what to do if an accident happens at school when there is no adult present.</p> <p>Write chart stories about ways children can be helpful at home in protecting themselves and smaller children from home accidents. (falls, poisons, fires, etc.)</p> <p>Discuss reasons for laws and regulations regarding safety and the need to follow them.</p> <p>Discuss accidents that have happened in the home. Class compile a home safety check list; each student ask parents to help him check his home. (include dangers of firearms, drugs, other chemicals, and fire)</p> <p>Invite a fireman to discuss how to prevent fires in the home and what to do if there is a fire.</p> <p>Develop a chart "Code of Good Conduct" made by the class after a discussion of individual responsibility in accident prevention. (Telling teacher if equipment is broken, following rules, etc.)</p>	<p>1.1 3.7 3.8 3.13 3.16 4.18 4.54 11.6 11.7 11.8 11.9 11.11 11.16 11.17 11.18 11.23 11.25 11.28 13.1 13.3</p>

CONCEPTS (Primary)	SAMPLE LEARNING EXPERIENCES	RESOURCES
	<p>Include in "Code of Good Conduct" good housekeeping habits such as allowing clear space for walking, putting away blocks and toys when one finishes playing with them. Make posters showing Do's and Don't's of good housekeeping practices or what happens when floor is not tidy and clean, etc.</p> <p>Ask a patrol boy to discuss and demonstrate his job. Make pictures of a patrol boy doing his job. Discuss why they need to be obeyed.</p> <p>Discuss meaning of courtesy in relation to concern for the other person and safety for others. (no tripping, shoving)</p> <p>Use creative writing, puppet demonstrations and flannel board characters to develop the idea of respect for others' safety.</p> <p>Set up a miniature intersection on the playground so preschool child and parent can practice correct crossings.</p> <p>(See Consumer Health and Mental Health Units)</p>	

prevent accidents through knowledge, attitudes and skills.

e)	SAMPLE LEARNING EXPERIENCES	RESOURCES
quires about	<p>Investigate and discuss accident statistics and traffic hazards in your school neighborhood.</p> <p>Prepare a self-test or pretest on pedestrian, bicycle and skateboard traffic safety for other grades. Graph scores to ascertain level of knowledge.</p> <p>Construct series of posters labeled "From the Drivers Point of View" showing traffic hazards such as objects causing poor visibility, individuals darting from between parked cars, or going against light, etc.</p> <p>Discuss bus loading and unloading; role play procedures for bus safety and courteous behavior.</p> <p>Display a variety of traffic signs; discuss meanings for vehicle and pedestrian traffic safety.</p>	<p>2.3 11.11 3.12 11.14 3.19 11.15 4.3 11.16 4.10 11.17 4.12 11.18 4.18 11.21 4.19 11.22 4.22 11.23 4.23 11.24 4.24 11.26 4.35 12.1 4.37 4.41 11.4 11.5 11.10</p>
ention of rules	<p>Develop large bulletin board display showing plan of school building and playground; use symbols to indicate location and incidence of accidents.</p>	<p>2.1 4.42 3.18 11.1 4.27 11.17 4.28 11.18 4.38 11.21 4.39 12.4</p>

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
<p>Most accidents occur in the home.</p>	<p>Develop a simple check list and conduct a survey of hazards in buildings, on grounds, and in the community. (Base plans for learning on the survey findings.)</p> <p>Invite school nurse, custodian and/or principal to summarize accidents that occur in the school. Report, class formulate plans for preventing accidents.</p> <p>Discuss statistics and types of home accidents (11.4); make list of hazardous conditions in homes.</p> <p>Prepare an exhibit of hazardous objects found in homes such as metal toys with sharp edges, out rubber backing, oily rugs improperly stored, accessible poisonous substances.</p> <p>Report on causes and results of home accidents involving relatives or close friends within the community.</p>

	SAMPLE LEARNING EXPERIENCES	RESOURCES
	Develop a simple check list and conduct a survey for hazards in buildings, on grounds, and in conduct of students and others. (Base plans for learning experiences on the survey findings.)	
	Invite school nurse, custodian and/or principal to summarize accidents that occur in the school-- after report, class formulate plans for preventing school accidents.	
the	Discuss statistics and types of home accidents (resource 11.4); make list of hazardous conditions in and around the homes.	2.3 11.12 2.4 11.13 3.20 11.21 4.1 11.23 4.5 11.24 4.6 11.27 4.8 13.1 4.15 13.3 4.16
	Prepare an exhibit of hazardous objects or materials found in homes such as metal toys with sharp edges, rugs without rubber backing, oily rugs improperly stored and easily accessible poisonous substances.	4.20 4.21 4.26 4.31 4.33 4.42 5.1 7.1
	Report on causes and results of home accidents that involved relatives or close friends within the last year.	11.4 11.6

Assume an individual and community responsibility for accident prevention.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
requires	<p>Review school and community rules affecting bicycles (and licensing); formulate a bicycle safety code and display prominently in the building.</p> <p>Report on first-hand experiences with bicycle accidents. Determine safety practices which might have prevented them.</p> <p>Investigate and report safety practices to follow when riding on a train, flying in an airplane, moving mobile homes, space flights.</p> <p>Observe and record stopping time for bicycles, skates, skateboards, automobiles on wet and dry pavement. Chart results pointing out need for considering reaction time, weather, etc. in determining safety practices.</p> <p>Write individual reports describing route to school and what pedestrian safety measures must be practiced enroute.</p>	<p>2.4 11.15 3.11 11.16 4.3 11.17 4.7 11.21 4.11 11.22 4.12 11.23 4.14 11.24 4.18 11.26 4.19 12.1 4.22 13.5 4.24 13.6 4.37 4.41 11.4 11.5 11.10 11.13 11.14</p>
ention	<p>Refer to checklist (Competency I, Concept II) and discuss practices which will avoid accidents due to these hazards. Make slogans and posters to be used throughout the building.</p> <p>Demonstrate to younger children the proper use of fountains, careful way of going up and down stairs, safe use of classroom equipment, etc.</p> <p>Experienced patrol boys visit classrooms to explain location, schedule and procedure of protected crossings.</p>	<p>2.3 11.23 2.4 11.24 4.38 12.4 4.39 11.1 11.6 11.8 11.12 11.16 11.17 11.21</p>

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
<p>You can prevent many accidents in the home.</p>	<p>Prepare and use individual personal safety no, sometime: Do I always walk up and down Am I courteous in the lunchroom?</p> <p>Organize a "cleanup the playground" period hazardous objects.</p> <p>Discuss and list safety rules for equipment school playground and in sports activities.</p> <p>Discuss news articles on home accidents and these accidents might have been prevented.</p> <p>Make a card for home use listing telephone and police deaprtment, ambulance, family doctor, relative, and poison control center.</p> <p>Present a panel discussion on ways each individual make a safe home.</p> <p>Use fire prevention week checklist to point out make home safe from fire and encourage family checklist.</p> <p>Present first aid problems for class discuss you do if?"</p> <ol style="list-style-type: none"> 1. mother cut her finger while preparing 2. sister swallowed a poison such as am... 3. brother fell from porch and cut knee

	SAMPLE LEARNING EXPERIENCES	RESOURCES
	<p>Prepare and use individual personal safety checklist--yes, no, sometime: Do I always walk up and down stairs safely? Am I courteous in the lunchroom?</p> <p>Organize a "cleanup the playground" period to remove hazardous objects.</p> <p>Discuss and list safety rules for equipment used on your school playground and in sports activities.</p>	
idents	<p>Discuss news articles on home accidents and ways in which these accidents might have been prevented.</p> <p>Make a card for home use listing telephone number of fire and police deaprtment, ambulance, family doctor, nearest relative, and poison control center.</p> <p>Present a panel discussion on ways each individual can help make a safe home.</p> <p>Use fire prevention week checklist to point out ways to make home safe from fire and encourage family to fill out checklist.</p> <p>Present first aid problems for class discussion "What could you do if?"</p> <ol style="list-style-type: none"> 1. mother cut her finger while preparing dinner 2. sister swallowed a poison such as ammonia 3. brother fell from porch and cut knee and elbow etc. 	<p>2.2 11.24</p> <p>2.4 11.27</p> <p>4.5</p> <p>4.8</p> <p>4.15</p> <p>4.16</p> <p>4.20</p> <p>4.21</p> <p>4.26</p> <p>4.31</p> <p>5.1</p> <p>5.2</p> <p>11.7</p> <p>11.8</p> <p>11.11</p> <p>11.16</p> <p>11.17</p> <p>11.19</p> <p>11.21</p> <p>11.23</p>

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES
<p>All emergencies are not man made.</p>	<p>Establish the types of natural disasters, causes, location of likely occurrence and individuals and the communities.</p> <p>Invite Civil Defense or Red Cross speaker to discuss community's readiness for emergencies or Civil Defense shelter.</p> <p>Discuss the increased likelihood of accidents in inclement weather.</p> <p>Discuss and practice safety procedures for earthquake or other natural phenomena which occur in your immediate area.</p>
<p>Knowledge and practice of safety rules in recreational activities prevents accidents.</p>	<p>Display pictures of recreational equipment: gun, skate, sled, ski, bat, fishhook; select and write good safety practices for using that equipment.</p> <p>Plan a first aid kit for home, auto, camp and discuss why items are included. Practice use of the items.</p> <p>Prepare and present skit of things not to do when hunting or camping. ("Comedy of Errors")</p>

CONCEPTS (Intermediate)	SAMPLE LEARNING EXPERIENCES	RESOURCES
	<p>Discuss accepting a dare to do something reckless. Why would this be safe or unsafe? Why is a dare given? How does knowledge of the limitations of a situation or of equipment help you?</p> <p>Discuss rules at public swimming areas and how they help prevent accidents. (Discuss rules both for pools and lakes.)</p> <p>Create imaginary accident situations in recreational activities and have pupils demonstrate simple first aid procedures they might follow. Invite nurse to demonstrate how to cleanse a wound with soap and water, apply a sterile dressing, stop a nosebleed, and give mouth-to-mouth artificial respiration. Practice mouth-to-mouth resuscitation on resusi-Annie.</p> <p>Investigate where swimming lessons are given in your community.</p> <p>Demonstrate what to do and what not to do when someone else is in trouble in the water.</p> <p>(See Competency III)</p>	<p>4.2 4.9 4.13 4.25 4.33 4.40 4.42 4.43 5.2 11.2 11.3 11.6 11.19 13.2 13.5</p>

Exhibit appropriate responses to hazardous and emergency

School districts are referred to the American Red Cross Junior Aid courses and the Medical Self-Help program for content and learning competency.

It is recommended that appropriate responses be taught at the elementary level with regular health instruction.

Some suggestions at the elementary level might be:

1. What to do when lost (Safety Education Unit).
2. How to use a telephone for an emergency (Safety Education Unit).
3. How to take care of minor wounds (Community Health Unit).
4. How to give mouth-to-mouth resuscitation (Anatomy and Physiology).
5. Who you tell when you or someone else is hurt (Consumer Health Unit).
6. Which plants are not edible and what to do if someone eats them.
7. Proper use of medicine (Consumer Health Unit).

It is strongly suggested that first aid at the junior and senior level be integrated into other health units. For example, instead of memorizing the symptoms of insulin shock, the study of the endocrine system brings forth investigation of diabetes. The symptoms of insufficient or excessive insulin then become part of the study. First aid for these conditions can naturally be included. First aid for burns, including the skin, sunburning and transplantation. First aid for eye injuries and damage to sensory organs. Each aspect of first aid and disaster training has a tie-in with other health education.

Exhibit appropriate responses to hazardous and emergency situations.

Subjects are referred to the American Red Cross Junior, Standard, and Advanced First Medical Self-Help program for content and learning experiences to develop this com-

Recommended that appropriate responses be taught at the elementary level in conjunction with instruction.

Suggestions at the elementary level might be:

- do when lost (Safety Education Unit).
- use a telephone for an emergency (Safety Education Unit).
- take care of minor wounds (Community Health Unit).
- give mouth-to-mouth resuscitation (Anatomy and Physiology Unit).
- tell when you or someone else is hurt (Consumer Health Unit).
- plants are not edible and what to do if someone eats these (Community Health Unit).
- use of medicine (Consumer Health Unit).

It is suggested that first aid at the junior and senior high school levels be integrated into health units. For example, instead of memorizing the symptoms for diabetic coma and the study of the endocrine system brings forth investigation of the metabolic disturbance. Symptoms of insufficient or excessive insulin then become apparent; at that time first aid suggestions can naturally be included. First aid for burns can come into a unit including skin and transplantation. First aid for eye injuries fits naturally into a unit on the eye. An aspect of first aid and disaster training has a tie to certain areas of health

SAFETY EDUCATION RESOURCES

(Preview all films; Review all materials)

(* Teacher References)

1.0 BOOKS

- 1.1 Shapp, Martha. LET'S FIND OUT ABOUT SAFETY. Watts, 1964
- 1.2 McNally, Tom. HUNTING FOR BOYS. Follett, 1962
- 1.3 Joseph, James. BETTER WATER SKIING FOR BOYS. Dodd, Mead, 1964
- 1.4 MacDonald, Golen. RED LIGHT, GREEN LIGHT. Doubleday, 1944
- 1.5 McClosky, R. MAKE WAY FOR DUCKLINGS. Viking, 1941
- 1.6 Beim, Jerrold. ANDY AND THE SCHOOL BUS. Morrow, 1947
- 1.7 Leaf, Munro. SAFETY CAN BE FUN. Lippincott, 1961
- 1.8 Lee, Tina. MANNERS TO GROW ON. Doubleday, 1955
- 1.9 Smaridge, Norah. WATCH OUT. Abingdon, 1965

2.0 UNITED STATES DEPARTMENT OF LABOR, BUREAU OF STANDARDS, WASHINGTON, D. C. 25

- 2.1 We're Never Too Young to Learn Safety

UNITED STATES FOOD AND DRUG ADMINISTRATION, 909 FIRST AVENUE, SEATTLE, WASHINGTON

- *2.2 Protect Your Family Against Poisoning
- *2.3 The Accident Problem in the U.S.
- 2.4 Dennis the Menace Takes A Poke At Poison

PUBLIC HEALTH SERVICE, UNITED STATES DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, DIVISION OF ACCIDENT PREVENTION, WASHINGTON, D. C. 20201

- 2.5 Teaching Poison Prevention in Kindergartens and Primary Grades

3.0 FILMSTRIPS

- 3.1 Safe and Sound Along the Way, SVE
- 3.2 Street Safety, McG
- 3.3 The Safety Patrol, McG
- 3.4 A Busy Morning In School, JH
- 3.5 Our School Helpers, McG
- 3.6 Safe and Sound At School, SVE
- 3.7 Manners At School, McG
- 3.8 Manners At Home, McG
- 3.9 Playing Safely, McG
- 3.10 Play Safely, EBF
- 3.11 How to Improve Your Cycling, Assoc
- 3.12 After School Hours, McG
- 3.13 What Would You Do, SVE
- 3.14 Home Safely, EBF
- 3.15 Safe and Sound At Home, SVE
- 3.16 Consideration of Others, McG
- 3.17 Safety in the Street, NFBC
- 3.18 Happy Hollow Makes the Honor Roll, SVE
- 3.19 Be a Better Pedal Pusher, SVE
- 3.20 Safe Home-- Safe Living, SVE
- 3.22 Safety on the Playground, EBF
- 3.23 Safety Adventures Out of Doors, EBF

4.0 FILMS

- 4.1 How to Have An Accident in the Home, WSH
- 4.2 I'm No Fool in the Water, EBF
- 4.3 Bicycle Rules of the Road, WSH
- 4.4 Blasting Cap-- Danger, WSH
- 4.5 Children at Play-- With Poison, WSH
- 4.6 How to Have An Accident in the Home, WSH
- 4.7 Monkey Tale, EBF
- 4.8 Safe Living At Home, WSH
- 4.9 Safety Adventures Out of Doors, EBF
- 4.10 Giant Steps, WSH
- 4.11 Interrupted Morning, WSH
- 4.12 Look Alive, WSH
- 4.13 Midsummer's Nightmare, WSH
- 4.14 No Defense, WSH

- 4.15 When Sally Fell, WSH
- 4.16 Why Daddy, WSH
- 4.17 Fire in Their Learning, Assoc
- 4.18 Stop, Look, and Think, WSH
- 4.19 Bicycle Safety, McG
- 4.20 Fire Safety Is Your Problem, McG
- 4.21 Make Your Home Safe, McG
- 4.22 Safety On the School Bus, McG
- 4.23 Street Safety is Your Problem, McG
- 4.24 Be Your Own Traffic Policeman, McG
- 4.25 Let's Be At Home in the Water, McG
- 4.26 Let's Be Safe At Home, McG
- 4.27 Let's Play Safe, McG
- 4.28 Let's Think and Be Safe, McG
- 4.29 Let's Stop and Go Safely, McG
- 4.30 Primary Safety in the School Building, Coronet
- 4.31 Electricity: Principles of Safety, Coronet
- 4.32 Boats: Buoyancy, Stability, Propulsion, Coronet
- 4.33 I'm No Fool with Fire, Assoc
- 4.34 Unchained Goddess, UW
- 4.35 Safety Belts for Susie, Cahill
- 4.37 Bicycle Safety Skills, Coronet
- 4.38 Playground Safety, Coronet
- 4.39 Safe Living At School, Coronet
- 4.40 Safety In Winter, Coronet
- 4.41 Safety on the Way to School, Coronet
- 4.42 Safety With Everyday Tools, Coronet
- 4.43 Be Water Wise, McG
- 4.44 Safety To and From School, McG
- 4.45 We Go To School, Coronet
- 4.46 Primary Safety: On The School Playground, Coronet
- 4.49 Courtesy for Beginners
- 4.50 Strangers, Davis
- 4.51 Play Safe, P
- 4.52 The School Bus and You, P
- 4.53 Fire Drill Exit At Our School, Coronet
- 4.54 Why Take Chances, Davis
- 4.55 Safety After School, C

5.0 AMERICAN MEDICAL ASSOCIATION, DEPARTMENT OF COMMUNITY HE
DEARBORN STREET, CHICAGO, ILLINOIS 60610

- 5.1 Danger Lurks
- *5.2 First Aid Manual

AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND
WASHINGTON, D. C. 20036

- *5.4 Suggested School Safety Policies
- *5.5 Teaching Safety in the Elementary School

6.0 TODAY'S HEALTH

- *6.1 Schapper, Beatrice. "The Best Defense Against Sex Pervert
- *6.2 Schramm, William P. "What To Do When You Are Lost". Sep
- *6.3 Karch, Carroll Schauer. "Pony With A Safety Message". M

7.0 NATIONAL FIRE PROTECTION ASSOCIATION, 60 BATTERY MARCH ST

- 7.1 Early Man and Fire

11.0 SEATTLE-KING COUNTY SAFETY COUNCIL, 715 3rd AVENUE, SEATT

- *11.4 Accident Facts Yearbook
- 11.5 Posters-- Vacation, Seasonal, Holiday
- 11.6 Posters-- General
- 11.7 Posters-- Falls
- 11.8 Posters-- Clean-Up
- 11.9 Posters-- Clothing, Personal Protective Equipment
- 11.10 Posters-- Chemicals and Gases
- 11.11 Posters-- Fire and Explosion
- 11.12 Posters-- Material Handling
- 11.13 Posters-- Machinery
- 11.14 Posters-- Motor Transportation
- 11.15 Posters-- Traffic

MEDICAL ASSOCIATION, DEPARTMENT OF COMMUNITY HEALTH AND HEALTH EDUCATION, 535 NORTH
STREET, CHICAGO, ILLINOIS 60610

ks
Manual

SSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION, 1201 16th AVENUE N.W.,
, D. C. 20036

School Safety Policies
Safety in the Elementary School

ALTH

Beatrice. "The Best Defense Against Sex Perverts". September, 1961
William P. "What To Do When You Are Lost". September, 1961
Roll Schauer. "Pony With A Safety Message". May, 1966 (Knowledge to combat sex perverts.)

FIRE PROTECTION ASSOCIATION, 60 BATTERYMARCH STREET, BOSTON, MASSACHUSETTS 10

and Fire

NG COUNTY SAFETY COUNCIL, 715 3rd AVENUE, SEATTLE, WASHINGTON 98104 (send for catalogue
to select posters, etc.)

acts Yearbook
Vacation, Seasonal, Holiday
General
Falls
Clean-Up
Clothing, Personal Protective Equipment
Chemicals and Gases
Fire and Explosion
Material Handling
Machinery
Motor Transportation
Traffic

- *11.16 Safety Education Data Sheets (specific information for teaching a specific bicycles, matches, falls, hook and line fishing, safe use of pesticides, (95) \$4.75)
- *11.17 School Safety Lessons-- Elementary Packet (72 lessons) \$3.20

AMERICAN RED CROSS (SEE LOCAL DIRECTORY OR WRITE SEATTLE-KING COUNTY CHAPTER, SEATTLE, WASHINGTON)

- 11.1 Water Safety Posters
- *11.2 Programs for Elementary Schools
- 11.3 Have Fun (in the water)-- But (slides)
- *11.18 Primary Grade Safety Guide (ARC 1446)
- 11.19 First Aid Manual
- 11.20 Posters on Resuscitation
- *11.21 Suggested Guide for Safety Instruction-- Upper Elementary (ARC 1447)

NATIONAL COMMISSION ON SAFETY EDUCATION, N.E.A., 1201 16th N.W., WASHINGTON

- 11.22 Bicycle Safety In Action
- 11.23 Posters (Let's Be Safe Passengers, Field Trips, Traffic At School, Safe Special Activities Are Fun)
- *11.24 Safety Guides for You-- In the Intermediate Grades
- *11.25 Safety Guides for You-- In the Primary Grades

DIRECTOR, HEALTH EDUCATION, ANTI-TUBERCULOSIS LEAGUE OF KING COUNTY, 5118 WASHINGTON 98101

- 11.26 Aetna Bicycle Quiz
- 11.27 Fire Safety Quiz

NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS, 16 EAST 40th STREET, NEW YORK

- 11.28 Safe Play to Save Sight
- 11.29 Professor Ludwig Von Drake's I.Q.

Sheets (specific information for teaching a specific phase of safety:
bills, hook and line fishing, safe use of pesticides, etc. complete set

-- Elementary Packet (72 lessons) \$3.20

SEE LOCAL DIRECTORY OR WRITE SEATTLE-KING COUNTY CHAPTER, 2106 2nd AVENUE,

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N SAFETY EDUCATION, N.E.A., 1201 16th N.W., WASHINGTON, D. C. 20036

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-- In the Intermediate Grades
-- In the Primary Grades

ATION, ANTI-TUBERCULOSIS LEAGUE OF KING COUNTY, 5118 ARCADE BUILDING, SEATTLE,

THE PREVENTION OF BLINDNESS, 16 EAST 40th STREET, NEW YORK, NEW YORK 10016

ht
Drake's I.Q.

12.0 AAA, 1712 G. STREET N.W., WASHINGTON, D. C.

12.1 Bicycling Is Great Fun
12.4 Teacher's Triptik

13.0 NATIONAL BOARD OF FIRE UNDERWRITERS, 85 JOHN STREET, NEW YORK, NEW YORK

13.1 The Careless Family
13.3 The Do-Little's House

EQUITABLE LIFE ASSURANCE SOCIETY, 393 7th AVENUE, NEW YORK 1

13.2 Wet and Waterproof

SAFETY AND HEALTH SERVICES, EMPLOYERS MUTUAL, WAUSAU, WISCONSIN

13.5 A Tale of Two Bike Riders
13.6 A Better Bike (poster)
13.7 Sound Suggestions for Swimmers and Splashers (poster)

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- Implications of Behavioral Studies for Health Education". January, 1963
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CODE FOR FILM AND FILMSTRIP COMPANIES

ACS	American Cancer Society King County Unit 119 West Harrison Avenue Seattle, Washington 98119 AT 4-7993	Assoc	Association Films, Inc. 25358 Cypress Avenue Hayward, California
ADA	American Dental Association 222 East Superior Chicago, Illinois	ATS	American Temperance Society 6830 Laurel Street Washington 12, D.C.
Aetna	Aetna Life Insurance Company 151 Farmington Avenue Hartford, Connecticut 06115 (pamphlets and films on safety: samples only)	Avis	Avis Films, Inc. 2408 West Olive Avenue Burbank, California 91506
Alm	Almanac Films 29 E. 10th Street New York, New York	BC	Borden's Company Public Relations Department 350 Madison Avenue New York, New York 10017
AMA	American Medical Association Department of Community Health and Health Education 535 North Dearborn Street Chicago, Illinois 60610	Bell	Film Library Public Relations Department Pacific Northwest Bell Exchange Building Seattle, Washington 98104
ARC	American National Red Cross Seattle-King County Chapter 2106 Second Avenue Seattle, Washington AT 4-7993	BF	Bailey Films, Inc. 6509 DeLongpre Avenue Hollywood, California 90028
ARF	Arthritis & Rheumatism Foundation 1900 Fifth Avenue Seattle, Washington	Cahill	Charles Cahill & Associates, Inc. P. O. Box 3220 Hollywood, California 90028
		Cenco	Cenco 1800 Foster Chicago, Illinois

CF	Churchill Films 6671 Sunset Boulevard Los Angeles, California 90028	ELA	Equitable of the Office of Health 1285 Ave New York
CI	Cereal Institute, Inc. 135 South LaSalle Street Chicago, Illinois 60603		
CMC	Center for Mass Communication 1125 Amsterdam Avenue New York, New York 10025	Elkins	H.M. Elkins 10031 Co Tujunga,
Coronet	Coronet Instructional Films 65 East South Water Street Chicago, Illinois 60601	FA	Film Ass 11014 Sa Los Ange
CWSC	Central Washington State College Office of Visual Education Ellensburg, Washington 98926	FDA	United S 909 First Seattle, 583-5300
Davis	Sid Davis Productions 1418 North Highland Avenue Hollywood, California 90028	GE	General Film Lib 710 Seco Seattle,
DPC	Dudley Pic Corporation (Distributed by Union Pacific Railroad)	GP	Gateway 1859 Powe San Franc
DuArt	DuArt Film Labs 245 W. 55th Street New York, New York 10019	HA	Washingt 3121 Arca Seattle,
EBF	Encyclopedia Britannica 1150 Wilmette Avenue Wilmette, Illinois 60091 (10316 Southeast 25th Street Bellevue, Washington)	Handy	Jam Handy 2821 East Detroit,
EGH	Eye Gate House (Film Strip) 146-01 Archer Avenue Jamaica, New York 11435		

Mill Films Sunset Boulevard Los Angeles, California 90028	ELA	Equitable Life Assurance Society of the United States Office of Community Services and Health Education 1285 Avenue of the Americas New York, New York
Institute, Inc. South LaSalle Street Chicago, Illinois 60603	Elkins	H.M. Elkins Company 10031 Commerce Avenue Tujunga, California 91042
for Mass Communication Amsterdam Avenue New York, New York 10025	FA	Film Associates of California 11014 Santa Monica Boulevard Los Angeles, California 90025
t Instructional Films t South Water Street Chicago, Illinois 60601	FDA	United States Food & Drug Administration 909 First Avenue Seattle, Washington 583-5300
l Washington State College of Visual Education Burien, Washington 98926	GE	General Electric Company Film Library 710 Second Avenue Seattle, Washington
vis Productions North Highland Avenue Burbank, California 90028	GP	Gateway Productions 1859 Powell Street San Francisco, California 94133
Pic Corporation (distributed by Union Pacific Railroad)	HA	Washington State Heart Association 3121 Arcade Building (MA 3-4713) Seattle, Washington 98101
Film Labs 55th Street New York, New York 10019	Handy	Jam Handy Organization 2821 East Grand Boulevard Detroit, Michigan 48211
edia Britannica Linnet Avenue Chicago, Illinois 60091 Southeast 25th Street Seattle, Washington)		
e House (Film Strip) Archer Avenue New York, New York 11435		

Hanna	Kay Hanna, Parents Committee Box 23 Ithaca, New York	MCG	McGraw-Hill 330 W. 42nd St New York, New York
HEW	United States Department of Health, Education & Welfare Office of Education Washington, D. C.	MFG	Medical Films 506 W. 57th St New York, New York
IFB	International Film Bureau 332 South Michigan Avenue Chicago, Illinois 60604	MH	National Association 1211 Polk Street San Francisco, California
ILI	Institute of Life Insurance Education Division 488 Madison Avenue New York, New York 10019	MHFB	Mental Health 164 E. 38th St New York, New York
KC	Kimberly-Clark Corporation Educational Department TG Neenah, Wisconsin 54956	MLI	Metropolitan 600 Stockton San Francisco, California
LDR	Louis deRochemont Associates 18 East 48th Street New York, New York 10017	Moody	Moody Institute 11428 Santa Monica Los Angeles, California
LL	Lederle Laboratory Film Library Pear River, New York	MTP	Modern Talking 45 Rockefeller New York, New York
LLC	L.L. Cromien & Company 245 W. 55th Street New York, New York 10019	NF	National Foundation 307 Orpheum Bldg Fifth and Stevedore Seattle, Washington (MA 4-5470)
MAP	Medical Arts Productions P. O. Box 4042 Stockton, California	NFBC	National Film Board 680 Fifth Avenue New York, New York
MCA	Maternity Center Association 48 East 92nd Street New York, New York 10028 (pamphlets, posters, charts: cost)	NorF	Norwood Films 926 New Jersey Washington, D. C.

Parents Committee New York	MCG	McGraw-Hill Text Films 330 W. 42nd Street New York, New York 10036
States Department of Health, on & Welfare f Education on, D. C.	MFG	Medical Films Guild 506 W. 57th Street New York, New York
ional Film Bureau h Michigan Avenue Illinois 60604	MH	National Association for Mental Health 1211 Polk Street San Francisco, California 94109
e of Life Insurance n Division son Avenue New York 10019	MHFB	Mental Health Film Board 164 E. 38th Street New York, New York
Clark Corporation nal Department TG Wisconsin 54956	MLI	Metropolitan Life Insurance Company 600 Stockton Street San Francisco, California
Rochemont Associates 48th Street New York 10017	Moody	Moody Institute of Science 11428 Santa Monica Boulevard Los Angeles, California 90025
laboratory ary er, New York	MTP	Modern Talking Picturer Service 45 Rockefeller Plaza New York, New York
ien & Company th Street New York 10019	NF	National Foundation 307 Orpheum Building Fifth and Stewart Streets Seattle, Washington 98101 (MA 4-5470)
rts Productions 4042 California	NFBC	National Film Board of Canada 680 Fifth Avenue New York, New York 10019
Center Association 2nd Street New York 10028 s, posters, charts: cost)	NorF	Norwood Films, Inc. 926 New Jersey Avenue N.W. Washington, D. C. 20001

NSC	National Safety Council 425 North Michigan Avenue Chicago, Illinois 60611	PPC	Personal Products Corporation Educational Department Milltown, New Jersey
NSMS	National Society for Multiple Sclerosis King County Chapter 1010 Fifth Avenue North Seattle, Washington 98190 (AT 2-9297)	PR	Proctor and Gamble Professional Services Division P. O. Box 171 Cincinnati, Ohio 45201
NSPB	National Society for the Prevention of Blindness 16 East 40th Street New York, New York 10016	RD	Robert Disraeli Films Box 343 Cooper Station, New York 10003
NYUF	New York University Film Lab 26 Washington Square New York, New York 10003	SCS	Soil Conservation Service Room 840, Bon Marche Building Spokane, Washington 99201
P	Progressive Pictures 6351 Thorn Hill Drive Oakland, California	SDA	Washington State Dental Association 417 Grosvenor House Seattle, Washington 98101
PF	Pfizer Medical Film Library 267 W. 25th Street New York, New York	SDC	Washington State Dairy Council 2366 Eastlake Avenue East Room 206, Aries Building Seattle, Washington (EA 3-3350)
PH	Audio-Visual Facility Public Health Service Communicable Disease Center Atlanta, Georgia 30333	SEF-C	Sutherland Educational Films 201 North Occidental Road Los Angeles, California
PHP	Paul Hoefer Productions Walt Disney 16 mm Films 350 South Buena Vista Street Burbank, California 91503	SEF-NY	Sterling Educational Films, Inc. 241 East 34th Street New York, New York 10016
Porta	Portafilms 1413 N. Glendale Avenue Glendale, California	SF	Stanton Films 7934 Santa Monica Boulevard Los Angeles, California 90046
		SKSC	Seattle-King County Safety Council 715 Third Avenue (MA 2-1670) Seattle, Washington 98104

Squibb	E.R. Squibb & Sons 745 Fifth Avenue New York, New York 10022	WCTU	Women's Christian Temperance Union Union Federal Savings Building Seattle, Washington (MA 2-4660)
SRP	Stewart Reynolds Productions 195 South Beverly Drive Beverly Hills, California	WD	Walt Disney 800 Sonora Avenue Glendale, California 91201
SSC	Washington State Safety Council General Administration Building Olympia, Washington 98501	WDC	Washington Dairy Council 2366 Eastlake Avenue East Room 206, Aries Building Seattle, Washington 98102 or 323 Peyton Building North 10 Post Street Spokane, Washington 99201
SVE	Society for Visual Education, Inc. 1345 Diversey Park Chicago, Illinois 60514		
TL	Director, Health Education Anti-Tuberculosis League of King County 5118 Arcade Building Seattle, Washington 98101	WFP	Wexler Film Products 801 N. Seward Street Los Angeles, California
UC	University of California Extension Media Center Film Distributing Berkeley, California 94720	WSH	Washington State Department of Health Public Health Building Olympia, Washington 98501
USDA	United States Department of Agriculture and Human Nutrition Research Division Washington, D. C. 20402	WSU	Washington State University Audio-Visual Center Pullman, Washington 99163
US	University of Washington Film Center Seattle, Washington 98105	WTA	Washington Tuberculosis Association 230 Securities Building Seattle, Washington 98101
UWF	United World Films, Inc. 221 Park Avenue South New York, New York	WTS	Washington Temperance Society Arcade Building 1319 - 2nd Avenue Seattle, Washington 98104
VM	Viking Motion Pictures Public Relations Department 466-25th Street Hermosa Beach, California		

WU

Wayne University
Auditory Production Center
Detroit 2, Michigan

YAF

Young American Films
330 W. 24th
New York, New York



LOUIS BRUNO
SUPERINTENDENT OF PUBLIC INSTRUCTION
OLYMPIA